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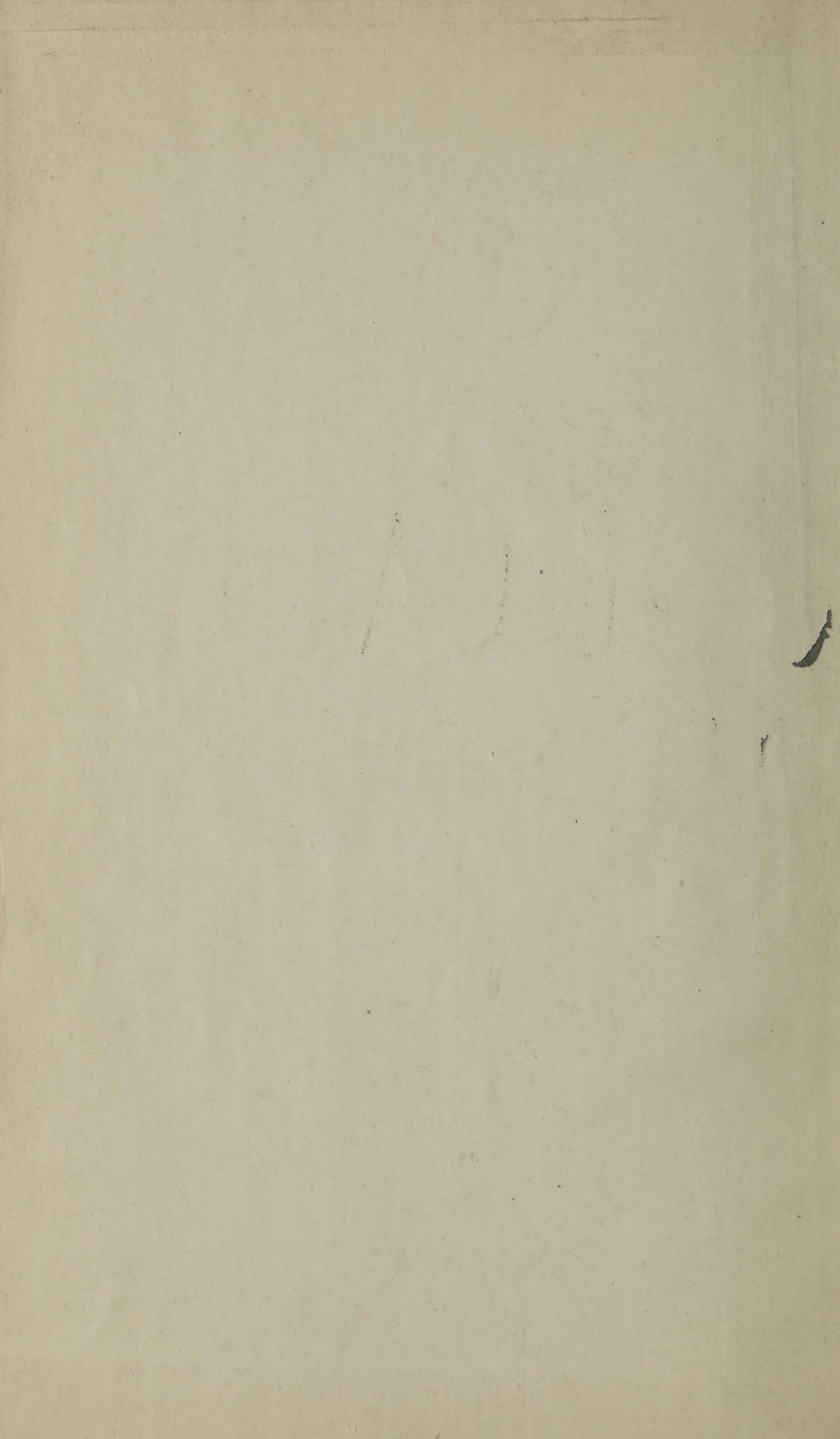
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1870  
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BOARD

of

EDUCATION

HOBOKEN, N.J.





C O N T E N T S :

Annual Report 1891

Annual Report for 1907.

Course of study and manual of

Instruction for grammar and primary  
grades.

Manual of the Board of Education

of the city of Hoboken, 1890-1.

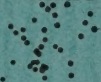
Industrial education, annual reports for  
1902.





# ANNUAL REPORT

OF THE PRESIDENT OF



THE BOARD OF EDUCATION

— OF THE —

CITY OF HOBOKEN,

— FOR THE —

YEAR ENDING MAY 31, 1891.

HOBOKEN, N. J.,  
EVENING NEWS PRINT.

1891.





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TO THE HONORABLE THE BOARD OF EDUCATION.

GENTLEMEN:—

The year just closed has been one of marked improvement, not only along the line of instruction and discipline, but in the general tone of the schools.

Our state and our municipal authorities have thoughtfully, generously and wisely thrown open gateways to the fields that lead away to the realms of education, so that all may enter and reap such harvest of knowledge as they will; a privilege from which none are debarred, neither the high nor the low, the rich nor the poor, where caste and color are unknown, and where the corner-stone of educational acquirements and possession is laid, on which may be reared temples of intelligence and useful lives.

The taxpayer would have the satisfaction of knowing that the burden of his school tax is materially lightened by the blessings vouchsafed to mankind, and that this tax is not alone a necessity, but in reality a luxury, of personal as well as of public advantage.

The responsibility then resting on the school trustees is no light or trifling one. It is nothing less than a sacred duty, that cannot be too conscientiously performed. It is no small allotment of duty and responsibility that comes to the hands of the school trustees, this looking after the welfare of 6,397 children, upon whose educational accomplishments rest so many fond hopes and so much human dependence. These 6,397 children, representatives of the rising generation, will, sooner or later, move forward from their places in the school rooms to places of effort and responsibility in the world's fields of influence and usefulness, will take prominent places in our marts of trade and commerce, and in our industrial arenas; on the Bench and at the Bar; in our pulpits and in our institutions of learning; will be masters and mistresses of our homes, and, in turn, the teachers of the coming generations.

The school-houses of our nation are our bulwarks for protection from and defense against the waves of ignorance and disorder, that, but for these barriers, would overflow and engulf our land. From the school-houses to our colleges and universities, lies the pathway to our nation's greatness and glory. Then, of how vital importance it is, that the best impulses of our hearts and the most earnest efforts of our hands be given to the education of our children, to the preparation of these youthful minds and precious lives, entrusted to our charge! Of grave import, too, it is, that earnestness of purpose and harmony of action should go hand in hand in the manipulations of our school duties and deliberations, and that personal knowledge of the method and manners of our schools be had. The points can only be gained by a personal knowledge of the conduct and management of our schools and such knowledge can only be had by frequent attendance and visitations of our school-rooms. How many know of the detailed workings of our school system? of the methods adopted? of the studies pursued? of the progress made by the children? if the precious time of the scholars is wisely improved or allowed to run to idleness and waste? Surely if some of the faultfinders would visit and investigate the methods of the schools, before making their idle and frivolous complaints

their minds would be enlightened and they see the error of their ways. One of the greatest drawbacks and hindrances in the way of accomplishing the highest conditions of scholarship and mental development is due to the fact, that so many pupils, of our schools, are forced to leave, long before the last grade of the course of study, to engage in business pursuits.

Hoboken has now a population of nearly fifty thousand, and a school attendance of between 5 and 6,000 scholars in its public schools, with only five schools and one nearly finished, for the locality, building and furnishing new schools the school board is not advised with, nor consulted, when a new school is ready for occupancy, same is turned over to the trustees, whether suitable or not, and if any alterations or improvements are necessary the moneys for same have to be taken from the yearly school appropriation granted the school trustees by the tax commissioners. Surely, this ought not to be, the School board is possessed of men, who have experience and knowledge, some who have served a long time, and who knew far better what is necessary for such purposes, than those who have the superintendency under the present system.

Also, Hoboken with its 50,000 people, and large additions being made each year, and its more than 6,000 school children, has work enough for a superintendent of public instruction. A man fitted for that work and who has the general supervision of the schools, such a one, if untrammelled, could accomplish much in supporting and strengthening principals and teachers in the vast multiplicity of their detail work, in regulating and perfecting examinations and in securing that much desired uniformity in all departments of the schools. There are many defects which necessarily exist under our present system, that would be removed by such supervision, and many smaller cities and towns find their schools very greatly improved, by the appointment of such a superintendent.

The present monitorial system is very defective. A boy must be sent to school No. 1, and then, not infrequently, from there he has to be sent to different houses in quest of a monitress. Not only is a period of valuable time lost, but the class is also left without a teacher. Would it not be better for a certain number of monitresses to be detailed to each school, to be required to report at the same time as the teachers, and if they should not be wanted, they could spend a part of that day in such class rooms as the principal might designate to observe how the teachers in the various grades present the work of these grades and give them an opportunity for a better equipment for the work and in this manner become more efficient; also, in case of a temporary vacancy caused by the absence of a teacher of a higher grade, the class could be placed in charge of a teacher of the lower grade, and the monitress placed in charge of the latter's class, thereby giving the higher grade class the benefit of an experienced teacher and the monitress an opportunity to better qualify herself for the grade of work to which she should be fitted when appointed as a regular teacher.

The new course of study that was so carefully prepared to meet the wants of our schools has proven itself to be far superior to the old one and has given general satisfaction, its practical operation justifying the changes made. It is more in consonance with the advanced ideas of education and has a tendency to make a scholar think, instead of parroting pages of useless matter. The demands of the day require a boy to be able to write



a legible hand and compose a grammatical letter, read intelligently, spell correctly, calculate with accuracy and rapidity and withal be well behaved, these are the cardinal points of a common sense public school education, and have been set up as our standard. An inspection of the course of study will satisfy any one that it is framed, all through, with a view to furnish each pupil with as complete an outfit for his life work as possible, no matter at what point of the course he may be compelled to leave school.

The practice of cramming for the special examination before entering the high school should not be indulged in. It is true, the temptation to work upon a narrowed line in order to attain or maintain a reputation for success, in passing large numbers and achieving high percentages, is great; yet, the effect of such a course would surely be to prevent that broad treatment of some subjects, which is more essential to a fitting preparation for active pursuits of life, than ability to answer a prescribed set of questions.

Last year, for the first time in many years, pupils who graduated from the grammar schools were given diplomas. It is needless to state that this act of the board was highly appreciated by the graduates, who not only prize their diplomas as a reward for their faithfulness and proficiency, but as a testimonial that will speak for itself whenever they may seek recognition in commercial pursuits.

Experience has demonstrated that it is a difficult matter to get suitable and competent persons to play the piano in our schools, and too often the work falls upon some one more obliging than musical. It is no small matter for one to keep in practice. It would be better if certain teachers in each school were appointed to take charge of this work at an extra compensation, which would serve as an inducement for them to keep in practice. This plan is in vogue in other cities.

The practice of giving principals and teachers an opportunity from time to time to visit other schools for the purpose of observing the different modes of instruction and discipline, is a good one, the benefits of these visits being two-fold, first, the teacher would be stimulated to renewed energy, and secondly, under the impetus of a new inspiration, better and greater results would be shown in our class rooms.

Would it not also be a good plan if each principal, once or twice a month, called his teachers around him for a short session, where the interests of his school could be discussed, ideas exchanged and such plans as would be of particular advantage relative to the general welfare of the school, a want that is not filled by the present system of monthly teachers' meeting.

The councilmen enacted a law requiring the appointment of a clerk of this board, a very wise and timely act, and the expense entailed in complying with the provision of the act, is a slight one, considering the great advantages to be derived therefrom. The appointment made is an excellent one, a gentleman having been selected who has experience and who has always taken great interest in educational matter, and who combines all the necessary qualifications and will be a credit to the board.

The attendance upon the schools has been all that could be expected under the adverse conditions, many scholars had to be turned away and refused admission on account of lack of room. This will be remedied during the coming school year, as it is hoped that the new school house

will be ready for occupancy by the end of the summer vacation, that is, September 2nd.

The experience of the board with night schools has been very encouraging and gratifying, the attendance having been quite large, composed of, first, those who from disinclination to study and lack of parental control had wasted their early opportunities and, having arrived at more mature years, had come to a realizing sense of their indiscretion and now wished to make up for it. Most if not all of these were native born, although many of them were of foreign descent; second, those whom their parents from necessity had withdrawn from school prematurely to engage in some employment which would enable them to contribute to the household income; third, those of foreign birth who had come to this country with none or a very slight knowledge of the English language.

No changes in the management of the schools have been made, the following teachers voluntarily relinquishing their positions:

Miss Emily Steil, Miss K. Hathaway, Miss Mary Chancellor.

The following were appointed:

Miss Lottie Clinton, Miss Johanna Pinner, Miss Mabel Wiggins, Mrs. Ida T. McEnnery.

In view of the tendency to raise the standard of teachers' qualifications and to require professional training, there seems to be a necessity for a more elaborate and methodical course of instruction, to wit, a training school, where young ladies, who intend to be teachers would not only learn the theory of pedagogy, but would have a chance under the supervision of a progressive instructor to do some practical work.

The census taken May 1890 shows a school population of 15,820, an increase of 1,160 over last year's report.

The general condition of the schools is good, better than at any previous time, they all have received considerable overhauling and renovating, thanks to the liberality and wisdom of the tax commissioners whose committee made a personal inspection of all the school property, thereby satisfying themselves that the appropriation asked for was just and required.

The placing of fire hose in all the schools, and throughout the buildings, was an excellent plan, thereby adding to the feeling of safety of the scholars, as well as the means of having at once an appliance on hand to retard, if not to suppress a conflagration during school hours.

The heating of No. 3 school by steam, doing away with stoves, has not only made more class room, thereby accommodating a larger number of scholars, but has also added to the general appearance of the school.

The placing of steam apparatus in schools No. 1 and 2, and doing away with the system of stove heating, which not alone is dangerous, but also injurious to the health of the scholars, should only be a matter of a very short time, and no doubt will be duly taken up and acted upon by the Board of Tax Commissioners, a board composed of men who not only have the interest of economy, but also the welfare and safety of the rising generation at heart.

The adoption of the rule, giving teachers who have not happened to get the usual promotion by reason of no vacancies occurring in their respective schools, a salary graded according to their length of service, was wise

legislation; it does away, very often, with the desire of a teacher, when such vacancy occurs, to be advanced to a higher class where the question of salary is the main point, leaving a class for which she is better fitted by experience and practice and which she possibly would not leave, were it not, as aforesaid, for the question of increased pay. Many have the opinion that any teacher will do for the primary classes, an erroneous one, as it is here where the foundation is laid and a child receives the first impression. It is conceded by educators, that the very best and experienced teachers are needed in the primary department.

Although school No. 6 may, by the opening of the fall term, be ready for occupancy, thereby relieving to a great extent the want of school accomodation, it will not, because it is situated at the almost extreme end of Hoboken, relieve the demand for school accommodation at the lower end of the city, where school facilities are most needed, and where the growth of houses and increase of population have been marvelous. The lower and most thickly populated part of this city has no school houses at present, a fact of which the city authorities may not be aware; for certainly, if they were composed, as they are, of intelligent and far-seeing men, they would remedy this defect, before all the available property—of which there is not much left—be disposed of.

What our beautiful city needs, is not alone more public school facilities, in the lower wards, but also smaller school-houses, say, schools to accommodate about 700 scholars. Why the lower part of the city should have been so neglected and such a magnificent large structure, at an estimated cost of about one hundred thousand dollars, without the land on which it stands, should have been erected in the upper part of the city, has as yet not been explained to the taxpayers. The fact that Mr. Gustav Freygang and Mrs. E. Dewey have offered the city land and property for school purposes and both at very reasonable prices, the first, adjoining school No. 2, and the latter adjoining school No. 1, should not be forgotten, both offers ought to be accepted by the city, as the land adjoining school No. 2, if sold to other parties and built upon, would be a great detriment to school No. 2, darkening the rooms and stifling ventilation, and that adjoining school No. 1 could be used to increase the facilities of the old school house or to put up an entire new structure. The Board of Education would be prudent to see, that the proper authorities do not allow these offers to lapse.

Much has been said in regard to several bills introduced in the legislature, one, to encourage and promote patriotism, that is, public school teachers throughout the state shall be required to devote the Fridays preceding Washington's Birthday, the Fourth of July and Thanksgiving Day to the performance of appropriate exercises, including the reading of the Declaration of Independence and the singing of patriotic songs—principals or teachers who fail to comply with the provisions to have their certificates cancelled,—and the other, that no person shall be licensed as a public school teacher who has not had at least one year professional training in college, normal or training school. While there may be necessity for such bills in other cities, they are not applicable to Hoboken, as the patriotic usages therein recommended have been carried out here for some time.

On Monday, April 6, Edwin A. Stevens Naval Post No. 104, Dep. of



N. J. G. A. of the Republic, presented the Board for the use of No. 6 school, with a beautiful flag. After his Honor Mayor Grassman had accepted the flag on behalf of the city, he presented the flag to Trustee Arrata, who received it with thanks on behalf and for the Board of Education. This is the first instance of such a presentation having been made by any Post in this city and the Edwin A. Stevens Naval Post certainly deserve great credit for their kindness and patriotism.

The German language which previous to September 1890, was taught only in the two highest grades of the Grammar Department and in the High School, altogether in 16 classes, is now also taught in the third and fourth grades of the Grammar Departments, comprising altogether 32 classes, this fact being due to the appointment of an additional German teacher. The German language, now a regular branch of instruction in our schools, should receive a very earnest attention and the scholars should be impressed with the great importance of it, it being of practical value in their every day life. No one can deny that the knowledge of a foreign language is an advantage and particularly the German language, in this cosmopolitan country. Public educators all over the United States have recognized the importance of it and German is now taught in all our large cities.

The working of the Drawing Department has been quite satisfactory, mainly due to the hearty cooperation of the teachers. But it should be extended at least one grade lower, so that the pupils of that grade could derive a benefit of it, as many are compelled to leave school before they reach the higher grade, where drawing is now taught. This could be easily accomplished by the appointment of an additional teacher.

The results of teaching the pupils how to sing have been very gratifying, a marked improvement being noticeable, the scholars enter into the spirit of the instruction with heart and soul. To teach a proper use of the voice and to give the pupils a command of their musical powers, until they acquire the ability to sing any composition at sight, should be the object in this important department of education. A source of instruction which aims to reach results corresponding to those attained in other studies in our schools must be systematic and progressive from the lowest to the highest grades, adapting the instruction at each stage of progress to the growing capacity of the pupil. The opinion of the highest musical authorities is, that every child can be taught to sing and enjoy music if taken at a sufficiently early age.

That the scholars keenly appreciate a library which they can call their own is clearly demonstrated by the great number of books taken out from week to week and by the large number who seek proper guidance in the judicious selection of reading matter. The temptation to corrupt reading is usually strongest at the period when the youth are about to leave the school room, and during this critical time incalculable service can be rendered by leading the young readers to select such books as will have a tendency to arouse mental energies and prove a safeguard against the ills of life. Such reading is of great educational value. The privileges of the public school free library should be extended to the scholars of the third grade, thereby complying with the requests of many pupils of that grade, and as only those of the first and second grades are now permitted to take out books. No scholar can begin to read at too young an age.

The pressing demand of the High School is larger accommodations. These could readily be furnished on the upper floor of school No. 4, which will no doubt be done, when the Grammar Department shall have been transferred to their new quarters in No. 6 building; the upper floor of school No. 4, being well adapted for High School work, will make commodious and desirable quarters.

After an opinion rendered by the corporation attorney the right of the President of the Board of Education to act as a member of the Hoboken Free Library is no longer disputed. It is also proper to acknowledge here the courtesies extended by our esteemed Librarian of the Free Public Library to the teachers and pupils in assisting to select and make use of such books as bear on their school work.

The Industrial Education Department in this city, although not under the control and supervision of the Board of Education, as it should be and is in other cities of this state, is worthy of a brief mention. It has attained much good results, the pupils entering into the work with enthusiasm, thereby fitting them better for the practical duties of life. There are at present 1381 pupils attending this course of instruction.

Such eminent educators as Dr. D. E. Scheimer, Prof. Ellis Apgar, Prof. Ward, and others, having lectured before the Teachers' Meetings, they have been very interesting and instructive and, on the whole, well attended. Yet, I regret to say that the old antagonistic feeling to educational conferences of this kind still exists. Teachers cannot meet together too often, nor confer too frankly.

The wooden blackboards now in use in most all the schools, should be abolished and slate blackboards substituted, thereby causing, at a slight outlay, a large saving, the renovating of the wooden blackboards costing between \$300 and \$400 every year.

Friday, April 17, appointed by Governor Abbett as Arbor Day, was observed by appropriate exercises in all the schools, interesting programmes were prepared and the various parts were well rendered by the pupils, and speeches were delivered by the principals and members of the Board of Education.

In anticipation of the opening of school No. 6, the present board has seen fit to elect a principal, who shall be hereafter assigned.

In selecting Mr. A. Musgrave, the members of this board have secured the services of a gentleman who is eminently qualified.

The appointment of Eugene H. Kiernan as Vice-Principal of the High School, fills a long felt want.

This highest branch of our Educational Department has for the past few years been overcrowded, and for that reason it was thought wise to organize another class.

It is a pleasure, as well as a duty, to state that the labors of the various committees, for the past year, have been gratifyingly harmonious, and that such duties as have come to our hands for the fulfillment have been performed promptly and conscientiously.

In conclusion, Gentlemen, for the honor conferred on me in electing me as your presiding officer and for the kindness, forbearance and assistance you have always rendered me while acting as such, I desire to express my hearty appreciation and thanks.

Very resp. yours,

CHARLES B. RUDOLPHY,

HOBOKEN, N. J., April 27, 1891.

President.

## OFFICE OF THE BOARD OF EDUCATION.

School No. 1, Garden Street, between 3rd and 4th Streets.

Meetings of the Board every second and last Monday of each month.  
Meetings of the standing Committees Thursday evenings preceding each Board Meeting.

Clerk's Office in the Rooms of the Board.

Office hours 8.30 A. M. to 12 M. and 1 to 4 P. M. and on Saturdays from 8.30 to 12 M.

Superintending Principal's Office in the Rooms of the Board.

Treasurer's Office. Board Room.

### SCHOOL No. 1,

Garden Street, between 3rd and 4th Streets.

Principal, DAVID E. RUE.

22 Classes and 23 Teachers.

There is but little that can be said in regard to School No. 1, that has not been told substantially in previous reports.

The oldest of our public school buildings, built when the more beneficent features of modern school architecture were entirely unknown, its condition has demanded extensive repairs and improvements from year to year. This patching up process was continued during the year and so far as paint and whitewash are concerned, the building presents a very creditable appearance.

The antiquated furniture in seven of the class rooms was replaced by modern desks and seats, adding much to the comfort and convenience of both teachers and pupils. However there are several rooms containing this oldfashioned, uncomfortable and unsightly furniture which should be subjected to a similar renovation.

The rear room on the ground floor of the north wing is from its surrounding unfit for use, it certainly is a source of danger to the health of those obliged to remain in it, a better use might be had for it as a general store room or depository of supplies for all the schools.

The expense for the coming year, outside of repairs to roof, yards, stoves, &c., will amount to a comparatively small sum.

This building is heated by stoves.

On account of the character of the building it makes it very troublesome for the Janitor, Patrick Halloran, and he deserves great credit for the manner in which he keeps it clean and the care he gives it.

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### ANNEX TO SCHOOL No. 1.

Garden Street, between 1st and 2nd Streets.

Mrs. ANNIE E. MOORE, Principal.

Four Classes and Four Teachers.

Used as an overflow from No. 1 school.

Rented at \$50.00 a month, which includes heating and the services of the janitor.



## SCHOOL No. 2.

Garden Street, between Ninth and Tenth Streets.

Principal, JOHN W. LYCETT.

24 Classes, 25 Teachers.

This is the second oldest school-house.

The building is in good condition, improvements that were needed for a long time were made. New floors were put down in several rooms, stairs repaired and replaced, the ceilings, beams and girders were overhauled and additional supports to the beams and girders put up, thereby strengthening the floors and preventing settling.

Complaint having been made of its sanitary condition this was attended to, remedied, and its condition is now good.

It is heated by 25 stoves, this means of heating should be abolished and steam introduced, thereby adding to the safety of the building and making more room for the accommodation of scholars.

The Janitor, Edward C. Forbes, keeps the building in splendid condition, being very attentive to his business.

## SCHOOL No. 3.

Adams Street, between 2nd and 3rd Streets.

Principal, JEREMIAH KELLY.

21 Classes and 22 Teachers.

Although an old building, yet the renovations made have better adapted it for school purposes than heretofore.

But notwithstanding that much was done during the year to add to the comfort and appearance of the building, yet through lack of funds, some very important and much needed improvements had to be postponed, such as the reconstruction of the water closets, the flagging of the small yards in which they are located and the erection of closets in the different class rooms for the cloaks, overcoats, &c, of the scholars. At present these garments are suspended from racks in the class rooms, rendering the rooms not only unsightly, but very unpleasant, as on wet days the vapor from the damp clothing fills the rooms with a very disagreeable odor.

The south entrance hall should be painted to correspond with the north hall which was painted last year.

The building is now heated by steam, a vast improvement on the primitive method of heating by stoves.

The building is kept clean and in good order by the Janitress, Mrs. Annie McIntyre.

## SCHOOL No. 4.

Park Avenue, between 5th and 6th Streets.

Principal, ABRAHAM J. DEMAREST.

21 Classes and 22 Teachers.

This building is very substantial and solid, and is considered a model school-house.

Its sanitary surroundings are not what they should be, on account of the cess-pools of the tenement houses adjoining, an evil that should be remedied some way and to which the attention of the proper health authorities should be called.

The building was put in such excellent order last year that very little repairing will be necessary. Several rooms are without book closets, which are very essential for the proper care and preservation of books. The walls of all class rooms are in bad condition and need a coat of paint.

The sliding doors, owing to their great size, have always been a source of annoyance, which defect was partly remedied by substituting the old rollers with Hatfield's patent sheaves, but as the track appears too small for the sheaves, they should be replaced by a larger size.

One of the assembly platforms is not as strong as it should be and needs a little propping up.

One of the rooms, now occupied by the High School, needs an additional radiator, as on several occasions during the past winter it was impossible to maintain a proper temperature.

The building is heated by steam.

The Janitor, Thomas F. Kehoe, is very efficient and painstaking.

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## SCHOOL No. 5.

Corner Clinton and Second Streets.

Principal, CORNELIUS J. BROWER.

16 Classes and 17 Teachers.

Although the present condition of this building is very good, still some repairs will have to be made before any material injury is done to the building, such as the roof, the outside or front brick-work and the inside walls need painting. The paint on the roof and front of the building is beginning to show the effects of the elements.

The inner walls, which were white, have become very much discolored; if they were painted, they could easily be kept clean by the Janitor and would need no further attention for a long time.

The chests in four of the indirect radiators leak and should be replaced by new ones.

The engine which drives the Blackman fan is out of repair, it needs a thorough overhauling and should be built up anew. Two of the valves connected with the steam pipe, are worn out and need to be replaced.

The heating and ventilation are by steam and mechanical arrangements and give entire satisfaction.

The sanitary condition has been looked after and all defects remedied.

Although it was expected that this school would relieve the great demand for the accommodation of primary scholars, it has proven entirely inadequate, many scholars being turned away for want of room.

The Janitor, Robert Henry, attends faithfully to his duty and keeps the building in good order, and by reason of his being able to attend to minor repairs of any sort, has been the means of running the school quite economical.

## HIGH SCHOOL.

Occupying a portion of school building No. 4, Park Avenue, between 5th and 6th Streets.

Principal, WILLIAM H. ELSTON.

4 Classes and 4 Teachers.

There were 69 pupils admitted from the several grammar schools and 12 pupils from outside or private schools. This increase very materially affected our accommodations, but ultimately they were all fairly well provided for.

The graduating class of this year started with an enrollment of 49 and still retains that number. The work over which they have thus far proceeded shows that they are fully equal in ability and attainments to any class of the preceding years.

The class of '90 held their graduating exercises at Jacob's Theatre on Thursday evening, June 26, 1890, before a large and appreciative audience.

The following are the names of the graduates:

Minnie W. Augustin,	Ira J. Ettinger,	Frederick W. Hornick,
Pauline M. Arata,	Elizabeth Ebbing,	Johanna C. Lange,
Bertha M. Allen,	Henrietta Elbers,	Ida S. Merkle,
Oda M. Bischoff,	May F. Farrell,	Alice O'Rafferty,
Annie M. Burke,	Katie Fowler,	Lulu M. Pye,
Lottie M. Borthwick,	Edward A. Freund,	Lilian Rosendorf,
Maggie A. Breen,	Maggie M. Hasbrouck,	Anna E. Sherwood,
Agnes Crawford,	Sydney W. Hart,	Mary F. Sherwood,
Lester L. Davis,	Julia M. Hauser,	Otto R. Stapfer.

## GERMAN DEPARTMENT.

DR. WM. PIOR, Principal; MISS HENRIETTA GOOS, 1st Assistant;

MISS ELIZABETH GERDIS, 2nd Assistant.

The Teaching of German is pursued in 32 classes, conducted in the higher grades by the principal and in the lower grades by his two assistants.

Mrs. Elizabeth Gerdis who was appointed as 2nd assistant has proven herself as an excellent instructress both as to pedagogic skill, and as to experience.

The total number of pupils enrolled was 988, average enrollment 907, and average attendance 755.

For the accomplishment and thoroughness of teaching German, the enlargement of the department, as stated above, is of considerable importance, because much elementary work can be done now in the lower grades and pupils promoted into higher classes, will be better prepared.

## DRAWING DEPARTMENT.

Principal, EDWARD HOSTMANN.

This instruction should be extended to the lower grades and an additional teacher appointed.

At present it is personally taught by the principal in 34 classes.

Drawing is more in line with progressive ideas than at any other time.

Many of our pupils do excellent work, taking the opportunity afforded them into consideration.



## MUSIC DEPARTMENT.

MISS ADELE MENZEL, Teacher.

Music is not only an accomplishment, pleasant for the pupils and their families and friends, but it tends to promote in our public schools that harmony of feeling, that prompt obedience and that close attention which are of inestimable value in other studies.

The importance of this department of education is now generally recognized, and it is hoped that Hoboken will distinguish itself in its schools as it has already done in its musical societies.

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## NORMAL SCHOOL.

Held in Public School Building No. 1, Garden St., between 3d and 4th Sts.

DAVID E. RUE, Principal; JEREMIAH KELLY, 1st Assistant.

Sessions are held each Saturday morning from 9 to 12 o'clock.

There are two classes, one for teachers who are, under the rules of the manual, compelled to attend its session for two years after appointment, the other class composed of young ladies desirous to become teachers.

Total enrollment for the year 87, average attendance 51.

The following 28 young ladies graduated and received diplomas at the annual examination held last November:

Clara Appold,  
Adelaide Besson,  
Mary McKenzie,  
Clara Winkleman,  
Sadie Schroeder,  
Louisa Wissinger,  
Millie J. Kunz,  
Kate Sweeney,  
Effie Sanford,  
Emma Erk,  
Lizzie M. Multus,  
Maud Spiers,  
Eulalie Lockwood,  
Marie Reichert,

Rose Arata,  
Alice Benson,  
Mary Etta Wood,  
Lilian J. Booth,  
Helen van Keuren,  
Clara Wissinger,  
Nellie Stephens,  
Crissie Mount,  
Annie Ryan,  
Clara Martin,  
Rose Guinan,  
Mary Clark,  
Alice O'Rafferty,  
Emma A. Gudewill.

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## EVENING SCHOOLS.

Sessions were held for four months, commencing on the first day of November 1890. Eight classes were organized viz: six for boys and men, one for girls, and one for Germans desiring to learn English.

The classes were all well attended and duly appreciated by the scholars.

A great drawback being the irregularity of the attendance of the pupils, a better attendance was secured by the use of Postal Cards, which were sent each week to the parents or guardians of absent scholars.

Whole number of Teachers.....	9
Whole number of nights of school....	73
Total number in attendance.....	543
Total average attendance.....	189

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## PUBLIC SCHOOL FREE LIBRARY.

Located in School Building No. 4, Park Avenue, between 5th and 6th Sts.

MISS SARAH BOOTH, Librarian.

Open for the reception and distribution of books on Monday and Thursday afternoons of each week between the hours of 3 and 6.

334 Applicants, including Trustees, Teachers, Graduates and Pupils have benefited by the Library, during the year—60 of whom have been Teachers and Graduates—have taken 3,800 Books, making an average of 106 per week.

64 new books have been added to the Library, making a grand total of 1453 volumes.

The pupils are given the aid of the Librarian at all times in the proper selection of books.

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## TEACHERS' MEETINGS.

Held at the Rooms of School Building No. 4, Park Ave., between 5th and 6th Streets.

DAVID E. RUE, President; CORNELIUS J. BROWER, Secretary.

Meetings are held every second Wednesday of each month. The purpose of these meetings are to afford facilities to earnest teachers for comparing their methods and at the same time to aid in developing that solidarity that should exist among them.

No teacher can afford to neglect these meetings.

They teach teachers the best system of instruction and combine the experience of all for the excellence of one.

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## ENROLLMENT AND ATTENDANCE.

The following table shows the total enrollment, average enrollment, and average attendance in each of the Schools.

	Total Enrollment.	Average Enrollment.	Average Attendance.
School No. 1 and Annex.....	1362	1218	1060
“ 2.....	1386	1254	1064
“ 3.....	1065	876	780
“ 4.....	1050	886	800
“ 5.....	1323	1017	859
High School.....	172	161	151
TOTALS.....	6358	5412	4714

## SCHOOL CENSUS BY WARDS.

TAKEN IN MAY, 1890.

First Ward.....	2,712
Second Ward.....	1,374
Third Ward.....	5,747
Fourth Ward.....	5,987
<b>TOTAL.....</b>	<b>15,820</b>
Census taken in May, 1889.....	14,660
Census taken in May, 1890.....	15,820
<b>INCREASE.....</b>	<b>1,160</b>

The following table shows the principal statistics concerning Evening School :

Whole number of nights of school.....	74
Total number of men and boys.....	455
“ “ women and girls.....	88
Average attendance.....	193

## STATISTICS OF RECEIPTS AND EXPENDITURES OF THE BOARD OF EDUCATION FOR THE YEAR ENDING APRIL 30, 1891.

### RECEIPTS.

Balance on hand May 1, 1890.....	\$ 992 43
By cash received from City Treasurer.....	112,569 10
By cash received for old books, library fines, old desks, High School fees and destroyed books.....	143 14
<b>TOTAL.....</b>	<b>\$113,704 67</b>

### EXPENDITURES.

Salaries paid.....	\$84,019 29
Warrants paid, not including steam heating.....	24,821 80
Warrants paid, steam heating.....	4,728 28
Balance Teachers' Association.....	45 98
<b>TOTAL.....</b>	<b>\$113,615 35</b>
Balance on hand.....	89 32



## SUBDIVISION OF EXPENDITURES OF PUBLIC SCHOOLS FOR YEAR ENDING APRIL 30, 91.

Teachers and Janitors' salaries.....	\$84,019 29
Repairs.....	9,612 46
Books and Stationery.....	5,162 80
Ice.....	133 92
Wood.....	74 93
Coal.....	1,518 50
New Bridges at School No. 2.....	349 00
Miscellaneous Printing.....	1,434 70
School Furniture.....	1,127 20
Clerk and Treasurer's salaries.....	499 97
Normal School Examination.....	30 00
High School Commencement.....	30 00
Rent of Annex School.....	600 00
Gas.....	51 90
Water.....	113 86
Miscellaneous Expenses.....	811 87
Fire Apparatus.....	1,390 00
New Urinal at School No. 4.....	387 00
Books for Library.....	59 99
Census.....	777 26
Janitor's supplies.....	656 44
Steam Heating School No. 3.....	4,728 28
Teachers' Ass'n.....	45 98
Balance.....	89 32
<b>TOTAL.....</b>	<b>\$113,704 67</b>

## AGGREGATE OF TEACHERS' AND JANITORS' SALARIES.

FOR YEAR ENDING APRIL 30, 1891.

Amount of Salaries, School No. 1, including Annex.....	\$17,188 07
“ “ “ 2.....	16,251 75
“ “ “ 3.....	14,670 61
“ “ “ 4.....	15,017 40
“ “ “ 5.....	10,589 09
“ “ High School.....	3,584 62
“ “ Evening School.....	1,432 75
“ “ German Language.....	2,785 00
“ “ Drawing.....	1,000 00
“ “ Music.....	500 00
“ “ Normal School.....	400 00
“ “ Librarian.....	200 00
“ “ Superintending Principal.....	400 00
<b>TOTAL SALARIES.....</b>	<b>\$84,019 29</b>

# AVERAGE ENROLLMENT, COSTS, ETC.

Years.	Census.	Enrollment.	Average Attendance.	No. of individual Teachers.	Teachers' and Janitors' Salaries.	Other Expenses.	Total Cost.	Cost per pupil as per salaries based on average enrollment.	Per pupil attending for other Expenses.	Cost per pupil for all.
1880	9,889	5,624	3,048	94	\$56,779 07	\$ 9,226 33	\$66,005 40	\$15 19	\$3 02	\$18 21
1881	9,996	5,286	3,118	97	59,640 40	13,576 46	73,216 86	15 62	4 35	19 97
1882	10,398	5,564	3,221	100	60,562 82	11,612 64	72,175 46	15 57	3 60	19 17
1883	10,669	5,466	3,284	100	62,255 26	9,974 89	72,230 15	16 02	3 03	19 05
1884	10,907	5,394	3,592	108	64,562 69	12,768 09	77,330 78	15 38	3 55	18 93
1885	11,727	5,952	3,832	108	66,771 13	15,905 51	82,676 64	15 01	4 15	19 16
1886	12,589	5,469	3,824	110	69,112 46	13,886 13	82,998 59	16 81	3 17	18 98
1887	13,203	5,490	4,002	112	74,352 19	13,954 89	88,307 08	16 12	3 04	19 16
1888	13,452	5,844	4,189	115	72,679 57	11,235 58	83,915 15	14 92	2 32	17 24
1889	14,660	6,077	4,320	115	77,047 19	15,063 80	92,110 99	15 63	3 06	18 69
1890	15,820	6,388	4,427	120	81,523 90	19,204 40	100,728 39	15 59	3 72	19 31
1891	.....	6,358	4,714	122	84,019 29	29,596 06	113,615 35	15 52	5 46	20 99







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**A n n u a l   R e p o r t**

**and**

**F i n a n c i a l   S t a t e m e n t**

**of the**

**B o a r d   o f   E d u c a t i o n**

**of the**

**S c h o o l   D i s t r i c t   o f   t h e   C i t y   o f   H o b o k e n ,   N . J .**



**. . . 1 9 0 7 . . .**

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**Officers, 1907.**

President,  
EDWARD RUSS.

Vice-President,  
EDWIN A. STEVENS.

Secretary,  
WILLIAM A. KERR.

Superintendent,  
A. J. DEMAREST.

Business Manager,  
A. W. CLAYTON.

Custodian of School Moneys,  
JAMES SMITH.



The Board meets on the third Monday of each month at  
School No. IV., on Park Avenue, near Sixth  
Street, Hoboken, New Jersey.

## Members of the State Board of Education, 1907.



James L. Hayes, President.....	Newark
Edward E. Grosscup.....	Winonah
George A. Frey.....	Camden
James B. Woodward.....	Bordentown
Silas R. Morse.....	Atlantic City
W. Edwin Florance.....	New Brunswick
S. St. John McCutcheon.....	Plainfield
Percival Christie.....	High Bridge
William H. Morrow.....	Belvidere
Charles E. Surdam.....	Morristown
Sweeting Miles.....	Alpine
Francis Scott.....	Paterson
Edward G. Robertson.....	Newark
Dr. L. C. Love.....	Montclair
T. O'Connor Sloane.....	South Orange
Ulamor Allen.....	Jersey City
William R. Barricklo.....	Jersey City
Edward Russ.....	Hoboken
William D. Forbes.....	Hoboken

**Names, Residence, and Terms of Office of the Members  
of the Board of Education.**



	Term Expires.
Frederick Anderson, 55 Second Street.....	1908
Richard Carrara, 830 Willow Avenue .....	1907
Philip Daab, 1211 Bloomfield Street .....	1907
Stephen Hackett, 130 Adams Street.....	1908
George Lankering, 1230 Garden Street.....	1908
Richard Mooney, 602 Willow Avenue.....	1908
Edward Russ, Second National Bank Building..	1907
Edwin A. Stevens, 1 Newark Street.....	1907
George H. Steil, Mayor (Ex-officio).....	

Office of the Board at School No. IV., Park Avenue, near  
Sixth Street, Hoboken, New Jersey.

A. J. DEMAREST, Superintendent,  
Office Hours—School Days, 3 to 4. Saturdays, 9 to 11 A. M.

W. A. KERR, Secretary,

Office Hours: { 8:45 to 12 A. M., 1 to 4 P. M.  
                  { Saturdays, 9 to 12 M.

Telephone Call, Hoboken, 202.



**Location of Schools.**

- No. 1, Garden Street, near Third,  
Principal A. J. Allen.
- No. 2, Garden Street, between Ninth and Tenth,  
Principal W. J. Wyse.
- No. 3, Adams Street, between Second and Third,  
Principal A. Musgrave.
- No. 4, Park Avenue, between Fifth and Sixth,  
Principal Miss E. A. Allen.
- No. 5, Clinton Street, corner Second,  
Principal Mrs. A. E. Moore.
- No. 6, Willow Avenue, corner Eleventh,  
Principal L. B. Bissell.
- No. 7, Park Avenue, corner Newark Street,  
Principal E. W. Oliver.
- No. 8, Seventh Street, between Adams and Jefferson,  
Principal J. F. Brandt.
- High School, Sixth Street, corner Park Avenue,  
Principal L. F. Talbot.
- Industrial School, Park Avenue, near Fifth,  
Principal J. B. Bloomer.

**Report of the Secretary,**  
**as to the Account between the Board and Custodian**  
**of School Moneys, for 1906-1907.**



1906—7.

May 1, State Appropriation . \$106,547 52  
 May 1, City Appropriation .. 168,150 43

	<u>\$274,697 95</u>
May 1, Balance, 1906 .....	1,707 35
May 1, Interest .....	136 50
Mar. 15, Tuition fees .....	1,022 50
Dec. 17, Water refund .....	<u>163 13</u>

Total amount of fund \$277,727 43

**RECEIVED FROM CUSTODIAN.**

1906.

May 21, By Requisition .....	\$ 16,105 98
June 18, By Requisition .....	31,861 82
June 28, By Requisition .....	12,984 99
Aug. 20, By Requisition .....	16,940 97
Sept. 17, By Requisition .....	29,380 52
Oct. 15, By Requisition .....	27,157 26
Nov. 19, By Requisition .....	26,050 99
Dec. 17, By Requisition .....	21,005 70

1907.

Jan. 21, By Requisition .....	21,999 15
Feb. 21, By Requisition .....	20,097 16
Mar. 18, By Requisition .....	23,181 26
April 15, By Requisition .....	21,203 50
May 1, By Requisition .....	1,603 32
May 13, Refund to City .....	679 40
May 13, Orders for contracts.	<u>6,139 91</u>

Total amount received \$276,391 93

Balance to credit of  
 Board .....

\$1,335 50

**Financial Statement, of the Board of Education,  
For the Year 1906-1907.**



**GENERAL ACCOUNT.**

**RECEIPTS.**

1906.

Balance in bank.....	\$ 1,707 35	
State Appropriation .....	106,547 52	
City Appropriation .....	168,150 43	
Interest on bank account...	136 50	
Tuition fees .....	1,022 50	
Refund on water claim....	163 13	
Total .....		\$277,727 43

**SUMMARY OF DISBURSEMENTS.**

Salaries:

Teachers and Janitors...	\$198,688 44
Superintendent .....	3,000 00
Secretary, .....	1,800 00
Business Manager .....	1,500 00
Truant Officers .....	1,200 00

\$206,188 44

Coal and Wood .....	\$ 6,146 02
Supplies .....	15,157 34
Janitor's Supplies .....	1,445 81
Evening School .....	2,396 84
Water .....	975 93
Insurance .....	1,000 00
Gas and Electric Light....	908 27
Telephones .....	300 00
H. S. Commencement .....	350 00
Lectures .....	479 00
Repairs .....	11,224 74
Clock Care .....	225 00
Piano Care .....	150 00
Printing .....	1,496 48



Rent, .....	1,620 00
Unpaid Claims .....	13,434 83
Heating Apparatus, No. 8..	4,470 60
Miscellaneous .....	8,422 63

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\$70,203 49

Total Disbursements \$276,391 93

Balance on hand, May,  
1907 \$ 1,335 50

### SUMMARY OF DISBURSEMENTS.

Salaries, all employees \$206,188 44

### COAL AND WOOD.

Wm. L. Kamena .....	\$1,563 24
McGann & Callery .....	1,030 28
Keystone Coal Co. ....	796 86
Jagels-Bellis Co. ....	2,052 03
Bruno Weise .....	556 21
I. Ingleson .....	84 00
W. F. Stall .....	63 40

### SUPPLIES.

\$6,146 02

B. H. Sanborn & Co.....	\$ 135 94
University Pub. Co. ....	13 68
Maynard, Merrill & Co.....	434 59
The MacMillan Co. ....	312 40
C. Sower Company .....	141 68
Houghton, Mifflin & Co.....	97 33
Allyn & Bacon .....	76 24
Henry Holt & Co.....	6 33
Silver, Burdette & Co.....	428 14
B. F. Johnson Pub. Co.....	13 20
Powers & Lyon .....	7 44
Milton, Bradley & Co.....	13 04
Ginn & Co. ....	1,275 37
P. P. Simmons .....	582 63
Peckham, Little & Co.....	28 65
D. C. Heath & Co.....	148 14
Educational Pub. Co. ....	4 77
Wm. Wood & Co.....	8 50

Standard Dict. Co. ....	21 00
American Book Co. ....	3,612 65
E. Steiger & Co. ....	356 78
Burnz Company ....	16 00
D. Appleton & Co. ....	4 96
Sibley & Co. ....	4 80
Globe Boob Co. ....	1 68
The Century Co. ....	6 97
C. Scribners' Sons ....	1 49
C. W. Bardeen ....	49 35
Eimer & Amend ....	35 18
L. E. Knott Apparatus Co. ....	60 37
Edwin J. Kerr ....	132 33
The Observer ....	2,753 80
W. W. Baxter ....	3,239 25
Union Towel Supply Co. ....	58 50
Essex Pure Water Co. ....	10 25
J. Dittmars' Sons ....	14 35
Smith Premier T. W. Co. ....	448 00
Underwood T. W. Co. ....	74 00
Monarch T. W. Co. ....	70 00
Remington T. W. Co. ....	296 00
Eimer & Amend ....	4 56
Paul Ink Co. ....	5 00
H. Buchan ....	41 00
H. Kummell ....	25 00
W. A. Elliss ....	26 00
Louis Belloff ....	60 00

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\$15,157 34

### JANITORS' SUPPLIES.

Decker & Longyear ....	\$ 70 00
H. H. Diercksen ....	164 30
Ross Bros. ....	117 58
J. M. Patterson ....	252 60
F. Cordts Fur. Co. ....	277 05
W. D. Binderwald ....	179 98
T. M. Abell & Co. ....	36 30
Louis Belloff ....	48 00
I. Smalls ....	132 00
Carter Ink Co. ....	98 00
Henry Ryan ....	70 00

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\$1,445 81

## II

### EVENING SCHOOL.

P. P. Simmons .....	\$ 38 92	
American Book Co. ....	154 03	
W. W. Baxter .....	136 05	
Pay roll, four months.....	2,067 84	
	<hr/>	\$2,396 84

### WATER.

To August, 1906 .....	\$673 30	
To February, 1907 .....	465 76	\$1,139 06
	<hr/>	
Less rebate .....	163 13	
	<hr/>	\$975 93

### INSURANCE.

E. Stack .....	\$ 412 80	
C. A. Burhorn .....	90 38	
Carey Bros. ....	90 39	
Wiederman's Agency .....	48 75	
J. Bensons' Sons .....	78 25	
J. A. Scott .....	6 65	
A. S. Schiller .....	66 38	
Steljes & Steljes .....	57 53	
P. J. Ryan .....	22 13	
F. Schmidt & Co.....	132 13	
	<hr/>	
	1,005 39	
Charged to Unpaid claim account..	5 39	
	<hr/>	\$1,000 00

### GAS AND ELECTRIC LIGHT.

Public Service Corp. Gas .....	\$ 254 80	
United Electric Co., Light and Power....	653 47	
	<hr/>	\$908 27

### TELEPHONES.

N. Y. & N. J. Telephone Co.....	\$ 300 00	
		\$300 00

### HIGH SCHOOL COMMENCEMENT.

H. P. Soulier .....	\$ 125 00	
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J. M. Dickson .....	13 50
G. O. Kinney .....	21 75
G. A. Junker .....	40 00
W. W. Baxter .....	150 00

	350 25
Charged to unpaid account.....	25

\$350 00

## LECTURES.

Dr. Henry M. Leipziger .....	\$ 425 00
Edward Forbes .....	30 00
Robert Henry .....	24 00

\$479 00

## REPAIRS.

G. M. Gorman .....	\$ 35 00
Cordts & Katenkamp .....	6 00
John Cosley .....	60 00
Frank Dolan .....	24 00
Frank Martens .....	45 00
John Tanner .....	87 27
J. Landrigan .....	8 40
Trustees Ger. Evan. Church.....	150 00
Francis Mooney .....	49 25
Fagan Iron Works .....	1,007 86
G. M. Sinclair .....	1,115 98
Robt. J. Rath .....	1,710 50
Bernard Koch .....	468 00
W. W. Hammell .....	923 86
J. W. Havens .....	499 37
J. E. Kenna .....	215 04
George Pinner .....	205 15
Consolidated Iron Works .....	303 15
Chas. Zang .....	694 85
John Rust .....	290 60
A. F. Mischo .....	328 70
J. H. Wagener .....	453 09
Thos. F. Devlin .....	372 00
Chas. Weber .....	209 10
Chas. Bandholz .....	47 28
Frank P. Schroeder .....	640 00
H. Haensel .....	100 70
Geo. Coppers & Co.....	116 67
S. Bloomberg .....	65 70



F. La Pointe .....	456 89
Jas. Halloran .....	12 65
Frank Cordts Fur. Co.....	86 68
M. Salmini .....	133 87
R. C. Woerner .....	2 70
A. Frank .....	103 77
A. T. Pflugh .....	114 50
Jersey City Ladder Co.....	50 00
The Rice-Wray Co. ....	30 41

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\$11,224 74

## PIANO CARE.

The Lauter Company.....	\$ 150 00	\$150 00
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## CLOCK CARE.

Henry W. Grote .....	\$ 225 00	\$225 00
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## PRINTING.

The Observer .....	\$1,220 00
The Inquirer .....	6 00
W. W. Baxter .....	130 48
J. Dittmar, Jr. ....	28 00
E. J. Kerr .....	82 00
Graffmeyer Bros. ....	30 00

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\$1,496 48

## RENT.

Trustees Martha Institute .....	\$1,500 00
Trustees Industrial School .....	120 00

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\$1,620 00

## UNPAID CLAIMS, 1905-6.

I. Ingleson .....	\$ 168 00
Louis Matthews .....	43 25
Henry W. Grote .....	100 00
Bruno Weise .....	371 55
Martha Institute .....	6 00
J. Dittmar & Son .....	26 10
Hoboken Bill Posting Co. ....	12 00
Moyer Bros. ....	13 75
A. B. Dick Co.....	36 30

The Century Co. ....	5 00
Henry Holt & Co.....	2 15
B. H. Sanborn & Co.....	6 00
Jas. A. Marnell .....	388 05
Robt. Rath .....	238 15
Jos. Pinner .....	29 45
George Pinner .....	8 10
O. K. Elec. Equip. Co.....	213 70
J. E. Kenna .....	135 95
J. Aronson .....	1 60
Chas. Weber .....	50
S. F. Gluschowski .....	26 00
Geo. Coppers & Co.....	13 25
Chas. Zang .....	45 25
Frank Cordts Fur. Co.....	3 50
Allyn & Bacon .....	6 25
Newson & Company .....	1 50
D. C. Heath & Co.....	46 00
Ginn & Company .....	265 88
Maynard, Merrill & Co.....	138 86
Silver, Burdette & Co.....	35 45
American Book Co. ....	1,111 72
Hudson City Coal Co.....	2,468 65
Public Serv. Corp. ....	254 10
United Electric Co. ....	436 69
Water Commissioners .....	554 87
The Lauter Company .....	203 00
The Observer .....	1,602 94
W. W. Baxter .....	336 32
The Inquirer .....	11 00
J. M. H. Dickson.....	52 00
Smith Prem. T. W. Co.....	90 40
Remington T. W. Co.....	88 00
Oliver T. W. Co.....	60 00
Powers & Lyon .....	7 34
The MacMillan Co. ....	6 00
Keuffel & Esser Co.....	117 00
E. Steiger & Co.....	48 32
P. P. Simmons .....	69 14
Peckham, Little & Co.....	13 66
E. J. Kerr .....	64 42
Fagan Iron Works .....	294 93
G. M. Sinclair .....	370 75
Jas. Whalen .....	260 60
S. Bloomberg .....	112 25
J. H. Wagener .....	20 50
Jas. J. Doody .....	456 41

A. Frank .....	67 70
F. La Pointe .....	95 00
Consolidated Iron Works .....	153 59
Chas. J. Delehey .....	23 85
Lawson & MacMurray .....	35 55
T. M. Abell & Co. ....	32 81
J. M. Patterson .....	938 14
N. Y. & N. J. Telephone Co. ....	78 55
H. Haensel .....	61 25
R. Bowes, Assessment No. 8. ....	442 85
H. S. Com't, overdrawn .....	25
Insurance, overdrawn .....	5 39
Telephone, overdrawn, 1907 .....	1 35

\$13,434 83

## HEATING AND VENTILATING, No. 8.

Manahan Bros. ....	\$3,973 00
M. F. Salmini .....	363 00
John Rust .....	134 60

\$4,470 60

## MISCELLANEOUS.

N. Y. & N. J. Telephone Co. ....	\$ 48 80
The Observer .....	295 80
Francis Mooney .....	22 25
Holden Book Cover Co. ....	450 01
Ginn & Company .....	5 00
Peckham, Little & Co. ....	3 52
Frank Cordts Fur. Co. ....	4,455 45
Ross Bros. ....	3 40
Keystone Coal Co. ....	814 30
G. M. Sinclair .....	3 40
Schenkerberg & Son .....	22 59
Robt. J. Rath .....	132 00
The Lauter Company .....	820 00
W. W. Baxter .....	508 85
F. La Pointe .....	11 46
Chas. Weber .....	1 50
Public Service Corp. ....	23 90
United Electric Co. ....	46 00
H. W. Grote .....	75 00
City Treasurer .....	679 40

\$8,422 63

Total Disbursements .....	\$276,391 93
Balance in the hands of Custodian	\$ 1,335 50

## Appropriations and Disbursements 1906-1907.



	Appropriation.	Disbursement.
Salaries .....	\$210,500 26	\$206,188 44
Coal and Wood.....	7,000 00	6,146 02
Supplies .....	15,522 50	15,157 34
Janitors' Supplies ...	2,500 00	1,445 81
Evening School ....	2,500 00	2,396 84
Water .....	1,000 00	975 93
Insurance .....	1,000 00	1,000 00
Gas and E. Light...	800 00	908 27
Telephones .....	300 00	300 00
H. S. Commence't..	350 00	350 00
Lectures .....	500 00	479 00
Repairs .....	12,000 00	11,224 74
Clock care .....	300 00	225 00
Piano care .....	250 00	150 00
Printing .....	2,250 00	1,496 48
Rent .....	1,860 00	1,620 00
Unpaid claims .....	13,645 04	13,434 83
Heating, No. 8 .....	5,150 00	4,470 60
Incidental .....	299 63	
Miscellaneous .....		8,422 63

\$277,727 43

\$276,391 93

Balance on hand

May, 1907 ...

\$1,335 50

### Statement of the Bonded Indebtedness of the School District of Hoboken, N. J.

School.	Date of issue.	No. of bonds.	Amount.	When due.	Int.
5	Aug. 1st, 1887	4 of \$10,000.)			
		1 of 5,000.)	\$45,000	Aug. 1st, 1907.	4½%
6	July 1st, 1890.	50 of 1,000.)			
		10 of 5,000.)	100,000	July 1st, 1910.	4%
7	Mar. 1st, 1897.	90 of 1,000.	90,000	Mar. 1st, 1917.	
7	June 1st, 1898.	13 of 1,000.	13,000	June 1st, 1918.	4%
8	Mar. 1st, 1904.	140 of 1,000.	140,000	Mar. 1st, 1924.	4%
9	Jan. 1st, 1907.	220 of 1,000.00	219,665	Jan. 1st, 1927.	4%

Total amount of outstanding bonds, \$607,665.

Total amount of realty and personality, City of Hoboken,  
\$67,772,819.00.

Total amount of School Bonds that may be issued, being 3%  
on taxable valuation, \$2,033,184.57.



# Diaburaments as to Schools.

	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	High School
Salaries.									
Officials .....									\$8,000 00
German Teachers...									2,325 79
Drawing Teachers...									2,456 78
Substitutes .....									3,579 76
Retirement Fund....	\$21,847 95	\$22,966 61	\$18,040 70	\$26,646 44	\$15,312 29	\$23,893 39	\$17,379 30	\$27,985 78	1,599 65
Teachers and Janitors	562 88	665 54	496 75	524 90	303 73	1,003 18	671 69	1,499 35	188,226 46
Coal and Wood .....	1,546 47	1,551 17	1,031 51	1,965 98	1,102 18	1,799 01	989 01	2,632 63	\$206,188 44
Supplies .....	89 90	73 84	115 65	80 54	72 49	178 77	85 36	133 94	6,146 02
Janitors' Supplies....	89 00	72 62	147 02	47 52	24 30	161 46	110 54	282 96	15,157 34
Water .....	52 00	59 00	73 13	42 05		137 28	368 63	267 91	915 65
Insurance .....	35 91	18 91	52 88	510 01		34 41	142 67	87 81	975 93
Gas and Electric L...									1,000 00
High School Com't..	1,171 20	1,407 32	1,206 95	2,168 29	1,043 71	1,156 51	983 67	1,544 20	908 27
Repairs .....				120 00					350 00
Rent .....	\$25,395 31	\$26,815 01	\$21,164 59	\$32,105 73	\$17,858 70	\$28,360 01	\$20,730 87	\$34,434 58	11,224 74
Total in Schools.....									1,620 00
Stock in Store.....									530 16
Clock Care .....									225 00
Piano Care .....									150 00
Evening School.....									2,396 84
Telephones .....									300 00
Lectures .....									479 00
Printing .....									1,496 48
Unpaid Claims, 1906..									13,434 83
Heating at No. 8....									4,470 60
Miscellaneous .....									8,422 63
Total Expenditures									\$276,391 93

## Superintendent's Report.



To the Honorable, the Board of Education.

Gentlemen:

In compliance with the provisions of the State Law and the Regulations of your Honorable Body, I have the honor to submit herewith my tenth annual report as Superintendent of the Public Schools of the City of Hoboken.

In this rapidly growing city, it has always been a difficult problem to provide the necessary school accommodations. Unfortunately the erection of new school buildings has not kept pace with the demands of the times. Last year, the annex plan of providing for the overflow was abandoned. The Copenhagen system was instituted in School No. 4 by the organization of sixteen classes. This plan has several objectionable features and while it is not in harmony with the spirit and intent of the rules and regulations of the State Board of Education, which require that each and every pupil of legal school age shall be entitled to a seat and to a full day's teaching, it is the best plan that could be devised under our present conditions. It is only regarded as a temporary expedient, a make-shift, until the completion of School No. 9, which has been hindered and delayed through the processes of legal complications.

In a growing city, there is always an increasing demand for more school accommodations. While the Board of Education should always move with the greatest care in responding to this demand, yet when the supply is not adequate to the requirements of our school population, it should take "time by the forelock" and secure suitable building sites and have the

plans prepared for the erection of school houses so as to avoid unnecessary delay. It is only a question of time, when one of the wings to School No. 6 will have to be extended and in order to be prepared for that event, it would be an act of prudence on the part of the Board of Education to acquire the unimproved lots adjoining the building on the west.

In order to accommodate the increasing demands in the upper section of the city, the north wing of School No. 2 should be extended so as to provide for three additional class-rooms. These three additional class-rooms would give relief for two or three years at least and would prove a potent factor in solving the over-crowded school-room problem in the upper section of the city.

The playgrounds of School No. 7 are too small, too cramped, and wholly unsuitable for playground exercises. In a city, like ours, where there are no recreation parks where the children might indulge in outdoor play as a means of physical exercise, it then becomes the duty of the School Board to provide ample playgrounds in connection with the various school buildings. Outdoor exercises and suitable games played in the school yard are far more conducive to the physical development of our pupils than formal gymnastics in the class-room. This is in accordance with the best educational thought of the day. I would therefore recommend that your Honorable Body shall take the necessary steps to acquire the property adjoining School No. 7 for the enlargement of the playgrounds.

### MANUAL TRAINING.

Manual training has been taught regularly in the grammar grades for the past year as heretofore. In order to accommodate all the pupils of the grammar grades, it became necessary to reduce the time allotted to each class. There are six teachers who give their full time to this work. In addition to this, it became necessary to employ two additional teachers of sewing on special days. It is not the aim of this school to teach any particular trade, but to give the pupils a skill of hand.

The work is so graded that the exercises progress from the simple to the complex and vary according to the ability of the pupil. "Evidently manual training is not intended to

be a means of fitting the student for an occupation. Like mathematics, it strengthens and quickens the reasoning powers. Mathematical drawing teaches accurate and concise methods of expression and the various kinds of shop work train the hand and the eye and a large portion of the other brain centers. In the practical, every-day character of the work, lies additional educational value because it gives a general training along many lines which will fit the student for the special training he is later to receive along some special line. Clearly manual training is purely educational and not occupational in its aim. Its methods and results make it of equal value to girls and boys."

The drawing and manual training work should be so planned that the boys shall make mechanical drawings and designs in the class-room which they will be called upon to work out in the manual training room.

Superintendent Charles M. Merry, of Covington, Kentucky, has aptly summarized the manual training question as follows: "When our forefathers established the public schools, agriculture was the chief industry. The simple needs of the time could be met by the rudiments of learning—reading, writing and arithmetic—for one was only required to know how to read his Bible and to "cast" his own accounts. The boy on the farm and the girl in the home, from sheer necessity, gained manual dexterity. But no longer is agriculture king; manufacturing and commerce have become so much a part of our national life that cities have grown populous at the expense of the villages and farm districts. In our crowded city life it is impracticable, if not wholly impossible for the boys and girls to get this manual dexterity of former years. Every boy of the past generation could learn a trade, through the apprenticeship; but now no man makes the whole, but only a part of any one thing, so that the apprentice system is practically abolished. The possibilities of learning a trade are now only obtainable for the few. These exigencies of public life must be met by our schools, for whenever a school system fails to give to its students a greater power for understanding conditions around them or neglects to train for the mastery of physical forces, it is not fulfilling the purposes for which it was established."



During the past year, 3,914 pupils received some phase of industrial work.

### PARENTS' ASSOCIATIONS.

It is remarkable that parents as a rule are so apathetic about the education of their children. They seem to think that their duty and responsibility end as soon as their children are placed under the care of some teacher. It seems almost beyond comprehension, that they are so willing to leave the life training of their offspring to teachers about whom they know so little. Their school visitation is almost exclusively confined to holiday entertainments when "Johnny" is to speak "his piece" and to an occasional call on the principal to settle some real or imaginary grievance. This is radically wrong. The home and the school should be brought closer together and made mutually helpful.

If parents would manifest a special interest in the school and its daily work by visiting the classes frequently, they would not only be surprised by the nature and scope of the work, but they would be less inclined to indulge in unjust and carping criticism. A great gulf of indifference now separates the class-room from the home; this should be bridged by a beautiful span of mutual sympathy.

Teachers need encouragement and appreciation; not censure and condemnation. Under the most ideal circumstances, school teaching is no sinecure. It is the hardest, the most exacting, the most nerve-wearing of all professions and an occasional word of appreciation would surely act as a tonic and an inspiration to our teachers who are giving the best years of their life that the rising generation might fulfill in some degree the august duties which will devolve upon them as their birth-right in this land of liberty.

Criticism of public institutions and public affairs is a healthy indication that the people are taking a lively interest in the trend of things. Just criticism, based on fairness and reason which has for its aim an improvement of conditions, is welcome at all times. Such criticism has a wholesome tendency to make those who assume responsibility more careful and alert in the discharge of their duties. But criticism which springs from sheer ignorance and hearsay whose sole purpose is to get square

and make things lively, is unjust and breeds an incalculable injury more particularly so when it applies to school affairs. It is an indisputable fact, that this kind of criticism comes from that class of people who never enter a class-room and are consequently ignorant of the faintest conceptions of school work.

"Such people never go inside a class-room and yet are the severest fault-finders. If such a parent's boy or girl is corrected by the teacher, the boy or girl goes home to complain about the teacher. The boy is not to blame for doing so, but the parent for listening to such a complaint. The parent sits in judgment over the teacher without giving the teacher a chance to be heard. This is the worst thing that a parent can do. Every teacher tries to do as nearly right as lies within her power and some unpleasantness must of necessity arise. The parents ought to hear the other side of the story before passing judgment upon the teacher. If the parents would only realize that the teachers are trying to do their children a lasting and lifetime benefit, good would come from it; they would come and visit the school; look after their children more than after their flowers or their gardens or their clubs, and there would be developed better men and women."

Children only reflect in the class-room, the parental feeling at home. When parents exhibit a lively interest in the work, the children are soon imbued with the same spirit and give a natural exhibition of the same in the presence of the teacher.

Our schools should be open at all times to parents. They should be allowed to pass from class-room to class-room without restraint, but under no circumstances to engage in conversation with the teacher during school hours. The teachers would be pleased to tarry after school for the purpose of meeting parents and accept any helpful suggestions that might be made.

Teachers are frequently misunderstood by parents and on the other hand parents are often misjudged by the teachers. If the home and the school could be brought into closer relationship these unjust criticisms would soon pass away and a strong bond of sympathy would then exist between the two great agencies in training children.

In a former report, I strongly urged the formation of a "Parents' Association" in each school, but regret to state that

this very important phase of school work has not been taken up. In many cities, these societies have been formed and have not only attracted wide-spread attention, but have been the means of accomplishing great and lasting good. In the Borough of Brooklyn where these associations have become a factor in moulding public opinion on all great educational questions, the superintendent says:

"These societies, if they are guided by wisdom, may do much to improve the condition of the public schools and especially to establish those close relations between parent and teacher that are essential to the proper training of the child. Such societies may lead careless parents to see how deep a concern they have in the education of their children. They will bring home to the minds of many who do not see it, the usefulness of art education, of manual training, drawing and of physical culture. They will show their appreciation of good work in the schools; and when there is criticism to be made, they will make it in so kindly a way as to disarm pugnacity. Above all, they will lead the teacher to see that the school is doing its best work when it is cordially co-operating with other forces for good in the community."

### HIGH SCHOOL.

The High School fills an important place in our public school system. This is true, whether it is viewed as a finishing, a preparatory school or as it is more popularly called the "People's College." It marks one of the most important transitions of school life. The pupils enter it but little more than children and when the graduation time comes, they leave it young men and women. It is during this important period of their school career that they are taught the most valuable lesson of life—self reliance.

For many years, the High School has labored under many disadvantages. It has never enjoyed the "comforts and delights" of a home of its own. During its entire career, it has been obliged to occupy cramped and unsuitable quarters which in a large degree has hampered its usefulness and growth. It moved into its present quarters on September 6th, 1898. Again it has outgrown its quarters and a new High School building is an absolute necessity.

The building in which this school is housed is the most inadequate and by all odds the shabbiest of any High School structure in the State. The present High School building is a discredit to the city, and local civic pride. Several of the class-rooms are entirely too small; wholly unsuited for our needs; and have no means of ventilation except through the windows. Four attic rooms are used as class-rooms. During the past year, all available space, such as the principal's office, teachers' room, etc., has been used for recitation purposes. The congestion in rooms and corridors as a result of our crowded condition cannot be sufficiently appreciated except by those who witness it daily. If a large class should enter next year and the present average enrollment remain normal, there will be a difficult problem to solve.

If environment plays an important part in the education of the youth, the pupils attending the Hoboken High School are seriously handicapped. While it is important that every pupil should have a seat and a desk, it is much more important that our class-rooms should be hygienic. The pressing need of the hour is a new High School building. Steps were taken by the Board of Education to secure a High School site, but unfortunately were obliged to resort to condemnation proceedings.

The High School, notwithstanding its physical drawbacks, is steadily forging ahead; is winning a coveted position of efficiency among the institutions of its class; and furthermore it is meriting the esteem of the community. The High School offers a valuable preparation for life in studies beyond the grammar school curriculum. It is gratifying to state that our graduates in the various higher institutions of learning have and are reflecting credit upon the school. Some have made admirable records at college and normal schools; others who have gone from our commercial department are filling responsible positions in the business world; still others in the professional ranks have won honors as teachers, lawyers, physicians, artists and journalists.

The question is often asked, does a High School education pay,—does it pay the pupils to spend four years in a High School and does it pay any school district to expend the money for the maintenance of such an institution? This question has



been so ably and so conclusively answered by another that I have decided to incorporate it bodily in this report.

1. If your boy is worth the salt that goes in his bread, it will make a far more able man of him, mentally, morally, and physically. There are exceptions, it is true, but the exceptions only prove the rule.

2. High School teachers should always be—and if the school is a good one—broad-gauged, scholarly men and women, educated in our best universities and colleges. It is above all money value to any boy to come in close contact for a few years with such manly men and womanly women as should, and usually do, form the faculties of a good High School.

3. It will increase his money-earning capacity. The best statistics show that the illiterate man in this country earns less than \$300 a year; the man with a common school education alone, earns over \$400 a year; the man with a High School education earns over \$600 a year. Suppose your boy works from the time he is twenty until he is sixty years old—an earning period of forty years—figure the increased earning capacity if you give him a High School education. There are some exceptions of course, but we suppose your boy is a boy of average intelligence, as bright or brighter than his father was at the same age. Fools and duds are exceptions to all rules.

4. A good High School course will give a broader field of activity to your boy. In every walk of life the demands are more and more for men and women with something above a common school education. Firm after firm announces that their employees must have at least a good High School education. The mental discipline and self-control given by a good High School course will give self-direction and grasp of conditions to your boy long after the Latin endings and algebraic formulae which gave the discipline will be forgotten. It is the discipline for life's duties that is the real worth of the High School to the boy.

5. The more thorough the education of your boy, the larger will be his adaptability to different kinds of work. Blessed is the man whose resources and intelligence are such that he can readily, if circumstance demand it, find a dozen ways to

make an honorable living for himself and family. Here it is that the great superiority of the culture-giving, broad-gauged High School course is shown over the trade-fitting, quick-time, short-cut, get-ready-in-a-hurry school.

6. The High School course will prepare your boy for the deeper training of the university, which, if he is built of the right material, he will get for himself or urge you to give him if you are able; or, it will fit him to become a successful leader in business or lay the foundation for a professional course and career.

7. The discipline and training of a good High School course will not only increase the earning capacity of your boy, but it will increase his living capacity. He will see more beauty in the evening sunset, God's wonderful watchcare in the stars overhead, and more and sweeter fragrance in the pansy at his feet. It will develop character and manhood, give him thoughts and ideas of his own, make him broader in his views of life and raise him more nearly to the standard of a man.

8. The High School course should, and the chances are that it will, discover the boy to himself—and this is the greatest discovery any man can make—his own dignity, and worth, and capacity, and inclination—these things discovered, and the man has a storage power of his own to make life a success.

9. The High School course will increase your boy's chances for distinction in his life's work. A high authority, after much study of the census returns of our country, reaches the following conclusions:

(a) That an uneducated child has but one chance out of 150,000 to gain distinction as a factor in the progress of the age.

(b) That a common school education will increase his chances nearly four times.

(c) That High School education increases the chances over the common school education twenty-three times or makes his chances for distinction eighty-seven times as great as if he were without education.

(d) A High School education will make your boy a more positive force in his community, his State, and his nation; socially, economically, and politically.

## Graduates of the High School.

### ACADEMIC DEPARTMENT—FEBRUARY CLASS.

Amy V. Baumgarten  
Irwin Slote  
Walter Wilson  
Helen B. Smith

Helen H. Ketcham  
Thomas Bowe  
Angelina Koch  
Brunhilde Weller

### JUNE CLASS.

Walter F. Carling  
Catharine V. Doran  
Roland A. Hillas  
Florence I. Kerr  
Lucy M. Kachenmester  
Madeline Kahrs  
Pauline L. Klie  
Ada L. Kessler

Anna Kaliski  
Anna M. Rumohr  
Jay B. Rudolph  
Rosalie T. Schieb  
Carl R. Schroeder  
Margaretta Smith  
Beatrice C. Stegman  
Herbert F. Stover

### COMMERCIAL DEPARTMENT.

Names of pupils who completed a two years' course and who received a certificate of efficiency.

### FEBRUARY CLASS.

Emma Berner  
Laura Doring  
Gertrude Heitman  
Augusta Lasitschka  
Martha Stuer  
Mary Siemens  
John Kamna  
Herman Segelken  
Louis Sivorl  
Ethel Davies  
Thomas Jacobsen  
John Reinbold

Justus Schlichting  
Charlotte Bothe  
Emily Fischer  
Paula Hoermann  
Ella McLaughlin  
Ruth Gewehr  
Caroline Itminger  
Henrietta Romeika  
Lucy von der Lieth  
Charles Lamar  
Gerhard Selck

### JUNE CLASS.

Grace Ahner  
Sylvia Aronsberg  
Henry J. Baack  
Ernest J. Boitano  
Mary V. Brown  
Gertrude Brummerhop  
Rose Hoym  
Benedict A. P. Loewy  
Harry L. Perry

Hedwig B. Pfersch  
Herman Platt  
Anna C. Puhm  
Rosaline F. Seville  
Owen H. Smith  
Margaret S. Thoene  
Howard Walrath  
Peter F. Martens  
Florence E. Winslow

## TRAINING AND MODEL SCHOOL.

The Training School has fully come up to the expectations of its organizers and many of its graduates are now teaching successfully in this city and in several schools of the county. The work of the Model School has always been of a superior character. There is a prevailing impression in the minds of some people that the work required of the critic teacher is not more exacting than that of the regular grade teacher. A cursory glance at the facts will prove that this impression is erroneous.

"The critic teacher has to make special preparation for each days' work. She is under the necessity of preparing new plans of work daily so that the instruction shall be fresh and worthy of imitation by the pupil-teachers. She has to keep her class up to a high grade of efficiency in order that the pupil-teachers who visit her class-room almost daily may see her discipline and instruction under the most favorable conditions. The high standard of excellence must be kept up each day in the year which naturally imposes a great strain upon the nerve force of the critic teacher. The lessons given as model lessons must be based on sound pedagogical and psychological principles. To do this, the critic teacher is obliged to do a great amount of collateral reading in order that she might keep abreast of educational progress and at the same time to be able to give the pupil-teachers the benefit of the newest and most progressive thought of the educational world."

### Graduates of the Training School.

#### FEBRUARY CLASS.

Anna Margretta Bryan

Theresa Lucia Maggi

#### JUNE CLASS.

Ethel Kirk.

#### FEBRUARY CLASS.

#### SCHOOL No. 1.

Florence Anthony  
Edna Brummerhop

Fred Benn  
Walter Cyphers



Anna Bruning  
 Sophie Freyburger  
 Catharina Koenig  
 Ranah Krellwitz  
 Louisa Muller  
 Agnes Neafey  
 Bertha Steuer  
 May Swendemann  
 Nellie von der Spek  
 Pearle Woodruff  
 Florence Wright

Herman Eggers  
 Carl Hoffmann  
 Abe Hollinshead  
 Richard Hopf  
 George Junker  
 Lewis Protoss  
 Harry Riker  
 Manly Rogers  
 James Ryan  
 Daniel Simon  
 Richard Talmadge

## SCHOOL No. 2.

Selma Abrahamsen  
 Cathryn Beisbarth  
 Mayma Butler  
 Ada Crary  
 Gertrude Jacobsen  
 Florence Kent  
 Ernestine Magnus  
 Kate Meyer  
 Bertha Oelschlager  
 Rose Parpart  
 May Rosenkranz  
 Anna Schildnecht

Anna Winkler  
 Blanche Workman  
 Neil Bell  
 Harold Goetschius  
 Franklin Harrison  
 Henry Helk  
 Henry Heins  
 William Nestler  
 Charles Rovegno  
 George Steil  
 Arthur Schroeder  
 Clifford Sturdivant

## SCHOOL No. 6.

George W. Bennett  
 Frank Booth  
 Frank Ernst  
 Frank Hebbert  
 Bernhard Loewy  
 John Prigge  
 William Schmidt  
 Harriet Baumgarten  
 Bertha Behrens  
 Sadie Frerichs  
 Carrie Hyatt  
 Theresa Rabold  
 Bertha Wanck

Edythe Jackson  
 Mattie Lankering  
 Justine La Pointe  
 Charles Schultze  
 Frank Spader  
 Arthur Tappen  
 Fred Van Orden  
 Abraham Wechsler  
 Fred Zickert  
 Edith Naugle  
 Elizabeth Peter  
 Martha E. Runtun  
 Ethyl Ward

## SCHOOL No. 8.

Lyman Black  
 James Costello  
 Joseph Casazza  
 Isadore Freeman  
 Abraham Feldman  
 Joseph Guaraglia  
 Henry Holl  
 Paul Kraeft  
 Samuel Millberg  
 Thomas Murphy  
 Frank McCraigh

Alexander Reingold  
 William Umland  
 George Wagner  
 Edna Breuel  
 Elvira Benzoni  
 Florence Glahe  
 Miriam R. Hubsch  
 Jeanette Kehoe  
 Augusta Matthes  
 Evelyn Newmark  
 Frances Oppenheimer

Lester Pfersch  
 Leo Pompliano  
 Frederick Reimer

Marion Ott  
 Rose Zannelli

## JUNE CLASSES.

### SCHOOL No. 1.

Mary Arata  
 Clara Borjes  
 Genevieve Bach  
 Wilhelmina Gaede  
 Edna Humberg  
 Rachel Hirschensohn  
 Anna Kunze  
 Hilda Ronquist  
 Ulrike Roeder  
 Helen Rosenfeld  
 Louise Rickens  
 Esther Rosenberg  
 Clara Schmidt  
 Sophie Schatz  
 Margaret Schwarze

Esther Schackford  
 Catharine Wilson  
 Henrietta Wichelus  
 Lester Cordts  
 Christopher Doscher  
 Arthur Glasser  
 Samuel Hirschberg  
 William Krueger  
 Herman Koenig  
 Henry Kruse  
 William Kruse  
 William Kuiper  
 Walter Ochs  
 Harry Reick  
 George Vogel  
 John Worischeck

### SCHOOL No. 2.

Isabel Burtis  
 Bertha Beissbarth  
 Frances Devitt  
 Elonore Hartmann  
 Verona Hilpert  
 Elsie Hahn  
 Gertrude Hogan  
 Henrietta Kuper  
 Charlotte Lawrence  
 Marguerite Mathil  
 Theresa Mullins  
 Johanna Muglin  
 Edna Martin  
 Ruby Spaulding  
 Marie Steinfeldt

Elsie Volmer  
 Nettie Wendt  
 Raymond Allen  
 Raymond Briggs  
 Servis Burgers  
 Charles Duis  
 Francis Detmaring  
 Harry Eisberg  
 Edgar Grabau  
 Henry Jacob  
 John Kipp  
 Edward Meisner  
 Conrad Schwarze  
 William de Veer

### SCHOOL No. 6.

Charles Bennett  
 Thomas Bryan  
 Hyatt Daab  
 Otto Klie  
 Russell Leeger  
 Fred Meyer  
 Robert Meyer  
 Howard McDonald  
 Everett Magovern  
 Ray Pierrez  
 Charles Sturken

Violet Davey  
 Louise Degenhardt  
 Madeline Hall  
 Fannie Hamilton  
 Ella Henckel  
 Anna Leete  
 Anna Morrison  
 Elsa Moeller  
 Charlotte Schmidt  
 Laura Schultze  
 Elizabeth Stewart

Florence Ahlstrom  
Clara Ansel  
Elizabeth Van Twisk

Clara Sturken  
Grace Una

### SCHOOL No. 8.

#### SCHOOL 8.

Elizabeth Blackton  
Madeline Dornbrierer  
Louise Doscher  
Margaret Foley  
Anna Greenfield  
Evelyn Guaraglia  
Frances Hoffman  
Mary Kochendorfer  
Ida Levenson  
Clara Lang  
Kate Meltzer  
Louise Oberdeick  
Theresa Peters  
Ray Aldrich  
James Cardinale  
William Cullen  
Max Eskin  
Henry C. Gilloud  
Frederick zu Hohe  
Abraham Levenson  
Charles Mehring  
George Neuman  
Thomas Rooney  
Ralph Sansvarre  
Frederick Sedden  
Caesar Seville  
Michael Scott  
Frank Schultz  
Bruno Schrader  
Herman Wieboldt

William Harner  
Otto Larsen  
Marguerite Bowes  
Caroline Cammisar  
Lenore Greenberg  
Ida Goldman  
Sadie Ginsberg  
Johanna Hopf  
Edith Sarsnett  
Marie Schwinge  
Mary M. Tiger  
Irene K. Wilson  
Samuel Bearman  
Emil Bruning  
Albert Carlson  
George Drews  
August Eggert  
George Eggert  
Thomas Fleming  
Anthony Ghio  
Arthur Jurgens  
Frederick Kurz  
William de Min  
Solomon Nathanson  
Andrew Persich  
Dominio Protomastro  
Sigmund Reach  
William Stell  
Adolph Swensen  
George Weiman  
Ernest Widmayer  
August Garabaldi

### COMPULSORY ATTENDANCE.

The attendance of pupils during the past year has shown a marked improvement. This is largely due to the indefatigable efforts of the truant officers. With an enrollment of 10,721 pupils, there were 100,363 days of absence. From this total absence there should be deducted 3,394 days for pupils quarantined by the Board of Education. This absence may be attributed to four causes: 1. Sickness. 2. Home duties. 3. Thoughtless and indifferent parents. 4. Truancy. School absence is a serious matter. It not only greatly retards the progress of the classes, but it promotes and fosters wrong princi-

ples in the minds of pupils. If it is not checked and stopped it becomes infectious. When the State and city are so willing to provide free school-rooms, free text books, free tuition, free supplies, in fact, willing to supply everything that is required except "brains," it is a strange commentary on human nature that stringent laws have to be enacted which require the services of truant officers to compel parents to educate their children. But such is the case, and the law has to step in, and truant officers become a necessity.

The education of the child should be the first consideration. Social matters, parties, concerts, theatres, shopping expeditions, and family visitations should at all times give way to the more important conditions for successful school work. These diversions are good in themselves provided they do not distract the attention of the child, interfere with his regularity of attendance; deprive him of his time to make the necessary preparation of his assigned tasks; and lessen his interest in his school work. Evening parades on the city streets are very harmful and exert a baneful influence. Plenty of good wholesome exercise in the open air and an early bedtime are the two essentials for good work. Mothers ought to realize that their children suffer an irreparable loss in school work when they permit their children to become absorbed in the social affairs and to parade the streets at all hours of the night. The greatest drawback in all school work is the irregular and scattering attendance of pupils. Few parents seem to realize the great disadvantages under which their children labor after a day or two day's absence from school. To keep a child at home for trivial matters is the very worst child robbery that can be perpetrated. "The moral and intellectual effects are both pernicious and demoralizing." There will always be more or less of unavoidable absence that will be justified by attendant circumstances, unfortunate enough for all concerned; but deliberate unnecessary and whimsical reasons are no excuses at all. To defraud a child of an education is a crime and it should be dealt with as such."

Number of children whose parents were visited	
by the truant officers .....	5,036
Number of truants brought to school.....	257
Number of truants arrested.....	19
Number of truants reprimanded by the Recorder.	16
Number of truants on probation.....	2
Number of truants sent to Reform School.....	1



## FREE PUBLIC LECTURES.

The usual course of free lectures, under the supervision of the Board of Education, was given during the winter months to the workingmen and working women of this city. The lectures were given in the assembly halls of Schools No. 6 and 7. The lecturers were supplied by Dr. Henry Leipziger, Supervisor of the Lecture Department of the Public Schools of the City of New York. Judging by the large attendance and the interest taken, it was one of the most popular courses ever given in this city. The attendance at the lectures given in the lower section of the city has been growing from year to year, which justifies a statement made in a previous report to the effect that "lectures are a matter of education and growth." The lectures are educational in character and are conferring a lasting blessing by bringing large numbers of people together for mutual pleasure and instruction. The following lectures were given:

"Literary and Historic Shrines of Boston and Vicinity," Isaac F. Smith; "What to do in Accidents and Emergencies," Dr. John Douglas; "The Yellowstone National Park," Edward Russell Perry; "The Origin and Development of the Petroleum Industry," Emerson E. Proper; "Humanity's Struggle for Liberty," Henry R. Rose; "The Making of a Newspaper," Frank L. Blanchard; "Berlin and Military Life in Germany," Henry Zick; "California and the Yosemite Valley," Homer C. Bristol; "Anthracite Coal: Methods of Mining and Preparation for Domestic Use," B. M. Jaquish; "Henry Clay, the Compromiser," J. P. Gordy; "The Care of the Eyes," Dr. E. B. Coburn; "Homes, Habits and History of the French People," Henry E. Northrup; "Fighting Fire at Home and Abroad," Charles T. Hill; "The Canyons of the Colorado," Mary V. Worstell; "The Mediterranean," Edwin A. Havers; "A World's Race for a Continent," Edward Hagaman Hall; "Canada," William T. Smith; "The Wheat Country of the Northwest," Charles F. Walker.

## HOME STUDY.

The subject of home study is worthy of our most thoughtful attention. It is a question which at the present time is en-

gaging the best thought of the educational world. The patrons of our schools are divided into two classes on this subject. The majority feel that it is almost criminal to impose additional burdens on the youthful mind after five hours of work in the class-room. The other class seems to feel that there is something seriously wrong at school, if the children do not come home with a big pile of books. Home tasks should be confined exclusively to memory work. Many parents in their anxiety to help their children, as a rule, do more harm than good. The methods in vogue to-day are radically different from those employed a generation ago and the help received at home in many instances interferes with the instruction in the class-room. It seems to be the consensus of opinion that children in the lowest grades should not be compelled to do any home work and with this opinion I am in hearty sympathy.

### FREE PUBLIC LIBRARY.

It is a pleasure to acknowledge the cordial and helpful relations existing between the Free Public Library and the Public Schools. The librarian and his corps of assistants are willing at all times to render assistance to teachers and pupils. The Board of Library Trustees has shown its good will and spirit of helpfulness by placing a large, well lighted and commodious room at the disposal of the public school pupils. This room is well patronized and it is needless to state that this courtesy is fully appreciated by our students.

### EVENING SCHOOL.

The evening school of last year was eminently successful. It has become an important factor in our school system. There are many difficult problems to be considered in conducting an evening school. These difficulties are not peculiar to Hoboken alone but are common to all evening schools. First, there is the irregularity of attendance; the majority of pupils come from the shops, the mills and the foundries. After a day of hard work, the evening school does not hold out any special inducements to these toilers and it is only a natural consequence that as soon as the enthusiasm wears away, the attendance begins

to fall off. Another difficulty arises from the fact, that these pupils have little or no time outside of the class-room for the preparation of their lessons. Yet notwithstanding these hindrances, the night school held last winter, was one of the most successful that has ever been conducted in this city.

The enrollment (school age) for the term was 543 with an average attendance of 248.91.

The total cost of maintaining the school was \$2,396.84, which makes the per capita cost \$4.39 based on the enrollment and \$9.62 based on the average attendance.

The total enrollment, including those over school age, was 12,990. The cost per pupil based on this enrollment amounts to \$1.84.

### MEDICAL INSPECTION.

This question is receiving more and more attention each year by School Boards. In many cities, a regular and systematic inspection of school children is made by some physicians under the direction of the Board. The reports of these inspectors show conclusively that a large majority of pupils attending the public schools is afflicted with abnormal eyesight. In a majority of instances, if this impaired vision were treated in its incipient stages, the defects could be remedied. It is a matter of surprise to find how indifferent parents are in this regard and that makes it all the more obligatory upon the Board of Education to remedy this evil.

The medical inspector is not to serve in the capacity of a physician and give medical treatment. It is his duty to examine all sick and complaining children; to give the teachers advice concerning them; to decide whether the children shall be sent home and excluded from school or whether the case shall be referred to the family physician, through notice sent to the parent. Medical inspection will prevent the spread of disease by an early detection of symptoms and by putting needy cases in the way of treatment and furthermore it will be the means of securing cleaner and better conditions of health in our schools. The good done in remedying defective eyesight alone will more than compensate the cost.

In Philadelphia, 1,375 children were examined and 43 per

cent. were found to be suffering from some form of defective eyesight. An examination of 25,000 children in Minneapolis revealed the fact that 32 per cent. had defective eyesight. Many other instances could be given to show the imperative need of such inspection.

Medical inspection of the schools of the City of Boston revealed the startling fact that out of 16,790 pupils examined, 10,737 of them were ill; 2,041 were too ill to remain in school for the day. The most startling part of the report was that out of 16,790 pupils, 77 had diphtheria, 28 had scarlet fever, 116 had measles, 28 had chicken pox, 69 pediculosis, 47 had scabis, 29 had the mumps, and 33 had whooping cough.

The population of Hoboken is estimated at 68,000. Over one-seventh of our population is at school each day. The various forms of contagious disease lurking in the class-room are carried to every home in the city by this one-seventh. Therefore it becomes apparent that medical inspection in the schools is not only of vital importance to the children, but it will serve as a protection against the spread of disease in the homes.

I would therefore recommend that a medical inspector be employed to make systematic inspections of the school children. The cost of an inspector would be insignificant when compared to the great good that could be accomplished.

### TEACHERS.

It gives me great pleasure to report that there has been a steady advance in the general character of the teaching. The teachers, as a rule, are interested in their work and go to the class-rooms with their lessons carefully prepared. Without this special preparation, teaching is aimless and very unsatisfactory in results. It is only by careful preparation and skillful presentation of subject matter, that teaching takes definite aim and rises to the highest standard of pedagogical art.

Another healthful sign which proves that our teachers are anxious to do better work, from year to year, is the fact that many of them, in addition to their regular school work, have entered colleges, schools of pedagogy and college extension courses. During the year, the majority of our teachers were engaged in cultural or professional studies. The college exten-



sion course given in this city last year was the most successful that we have ever held both in point of numbers and enthusiasm shown for the work. Dr. Balliet, the Dean of the New York School of Pedagogy, was the instructor. His course in "English" was very practical in character and I have every reason to believe that his efforts will exert a wholesome influence in classroom work. Ten years ago, there was not a teacher or principal in our department who held a college diploma. To-day, we have twelve college graduates, ten under-graduates, and one hundred and fifty identified with college extension courses, all of which speaks highly of the enterprise and zeal of our teachers. Broader scholarship and finer culture are sure to give wider horizons and greater power in the school-room.

Many times during the year, I have met the principals in conference for the discussion of school-room problems and the general management of their schools.

In conclusion, I desire to acknowledge my grateful appreciation to the principals, teachers and members of the Board of Education for honest efforts, cordial support and hearty cooperation accorded to me at all times in the administration of the school department.

Respectfully submitted,

A. J. DEMAREST,  
Superintendent.

June, 1907.

## In Memoriam

Cornelius J. Brower died November 11th, 1906. He had been connected with the schools of this city for a little more than eighteen years in the capacity of principal. During that time, he gave the most careful, conscientious work, inspired by an enthusiasm that never flagged. During the past few years and while disease was wearing away his life, cheerfulness marked his regular attendance to duty. It may be said of Mr. Brower that he literally "died in harness." He bade his teachers good-bye on Friday afternoon, and on the following Sunday afternoon, he passed into the light which lies beyond the valley of the shadow of death. His unexpected death came as a great shock to pupils, teachers and friends. At a meeting of the Teachers' Mutual Aid Association called to honor the memory of its late president, a memorial address was delivered by the Superintendent in which he took occasion to pay a high tribute to the many qualities which marked Mr. Brower as a teacher of exceptional ability.

He leaves behind him a memory of a long, useful and helpful life—a life devoted not to the making of riches but to the accumulation of knowledge—knowledge which he did not use as a means of selfish culture, but for the improvement and inspiration of the young.

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Miss Helen E. Tift died August 1st, 1906. After thirty-one years of faithful service, she resigned on May 1st, 1901 in order to accept the provisions of the Teachers' Retirement Fund. Nature and education had eminently fitted her to be a teacher. She was earnest, untiring, but just, hating the wrong and loving the right. Many a Hoboken boy, now grown to manhood, is the better man for her precept and example.

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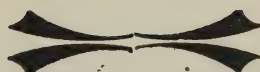
William Francis Ryan died on December 13th, 1906. For many years, Mr. Ryan was one of our most faithful janitors. He was always courteous in manner and painstaking in the discharge of his duties. His many lovable qualities endeared him to pupils and teachers and his untimely death was mourned by a large circle of friends.

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Michael Caulfield died on June 6th, 1907. For three years, he was janitor of the First Street Annex. He was of a kindly disposition and faithful in the discharge of his duties.

## Resignations

Name.	When Accepted.
C. C. Atwell (Retired).....	September 1st, 1906
T. Henry .....	September 1st, 1906
William A. Kavanagh .....	September 1st, 1906
Bessie McCague .....	September 21st, 1906
Elizabeth Norton .....	September 27th, 1906
Kate Bovingdon (Retired).....	February 1st, 1907
Lily Callaghan .....	February 1st, 1907
Louise Bailey (Retired).....	March 18th, 1907
A. Semmig .....	April 1st, 1907



## Appointments.

Name.	When Appointed.
Leon E. Daniels.....	September 1st, 1906
Grace Pope .....	October 1st, 1906
A. Lockwood .....	October 1st, 1906
Alice R. Ring .....	October 16th, 1906
C. E. Strothoff .....	February 1st, 1907
C. C. Worsthorn .....	March 1st, 1907
M. Cummings .....	March 1st, 1907
Jennie A. Frost .....	April 1st, 1907
Arthur Wakefield .....	June 1st, 1907

## Table One

### SUMMARY OF STATISTICS FOR THE SCHOOL YEAR ENDING JUNE 30th, 1907.

Population of City.....	estimated, 68,000
Number of different school buildings used.....	9
Number of Annexes.....	1
Number of Class-rooms.....	198
Number of sittings for pupils.....	9,110
Total Enrollment:	
Day School .....	10,178
Night School .....	543
Average attendance (Day School).....	8,131
Number of teachers (men).....	9
Number of teachers (women).....	223
Whole number of cases of tardiness (pupils).....	2,049

#### Number of graduates from:

##### (a) High School:

##### 1. Academic Department

February Class .....	8
June Class .....	16

##### 2. Commercial Department

February Class .....	23
June Class .....	18

##### (b) Training School:

February Class .....	2
June Class .....	1

#### Number of graduates from the Grammar Schools:

February Classes .....	103
June Classes .....	151

Total Enrollment of Night School (including pupils over school age) .....	1,299
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Table Two.

TARDINESS OF PUPILS FOR THE SCHOOL YEAR  
ENDING JUNE 30th, 1907.

Month.	School No. 1.	School No. 2.	School No. 3.	School No. 4.	School No. 5.	School No. 6.	School No. 7.	School No. 8.	High School	School Annex.	Total.
September .....	2	2	2	13	0	3	0	4	3	0	29
October .....	11	5	28	101	12	3	2	8	14	16	200
November .....	0	11	12	60	35	4	1	31	12	5	171
December .....	0	5	18	57	22	11	44	10	15	10	192
January .....	6	7	29	115	27	10	68	37	14	10	323
February .....	0	8	17	100	13	6	37	7	18	6	212
March .....	2	7	19	87	48	3	49	11	17	9	252
April .....	0	10	29	106	20	0	53	8	12	12	250
May .....	4	8	29	126	10	3	44	34	14	8	280
June .....	3	6	14	70	5	0	13	10	14	5	140
Total .....	28	69	197	835	192	43	311	160	133	81	2049

Table Three.

ENROLLMENT, ETC. OF PUPILS.  
PRIMARY AND GRAMMAR SCHOOLS.

Year.	Enrollment.	Average Enrollment.	Average Attendance.
1898	8863	6933	6361
1899	8716	7207	6532
1900	8684	7150	6560
1901	9145	7621	6976
1902	9569	7652	7159
1903	9626	7638	7058
1904	9554	9520	7225
1905	10389	8348	7857
1906	11326	8667	8132
1907	10426	8337	8131

## THE HIGH SCHOOL.

Year.	Enrollment.	Average Enrollment.	Average Attendance.
1898	247	222	216
1899	211	191	184
1900	256	231	225
1901	248	225	221
1902	207	200	197
1903	187	187	185
1904	227	218	215
1905	281	270	265
1906	286	280	276
1907	280	263	257

**Table Four.**

NUMBER OF CHILDREN WHO ATTENDED SCHOOL  
(BOTH NIGHT AND DAY) BY AGES.

	Male.	Female.	Total.
Number of pupils between 4 and 5 years of age....	31	39	70
Number of pupils between 5 and 6 years of age....	313	293	606
Number of pupils between 6 and 7 years of age....	587	537	1124
Number of pupils between 7 and 8 years of age....	556	519	1075
Number of pupils between 8 and 9 years of age....	585	587	1172
Number of pupils between 9 and 10 years of age....	593	595	1188
Number of pupils between 10 and 11 years of age....	591	597	1188
Number of pupils between 11 and 12 years of age....	551	540	1091
Number of pupils between 12 and 13 years of age....	550	466	1016
Number of pupils between 13 and 14 years of age....	421	397	818
Number of pupils between 14 and 15 years of age....	309	230	539
Number of pupils between 15 and 16 years of age....	190	136	326
Number of pupils between 16 and 17 years of age....	118	87	205
Number of pupils between 17 and 18 years of age....	63	44	107
Number of pupils between 18 and 19 years of age....	56	34	90
Number of pupils between 19 and 20 years of age....	80	26	106
Total .....	5594	5127	10721

**Table Five**

The following table shows the enrollment and average attendance for the school year ending June 30th, 1907.

Month.	Enrollment.	Average Attendance.
September	8964	8451
October	8916	8268
November	8877	8220
December	8565	7831
January	8645	7795
February	8612	7806
March	8510	7755
April	8414	7633
May	8304	7587
June	7998	7542

The total enrollment for the year was 10,721; the average attendance for the year was 8,131.

## STATISTICS OF NIGHT SCHOOL.

	1898-9	1899-0	1900-1	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7
No. of Schools.....	1	1	1	1	1	1	1	1	1
No. of Nights Kept Open....	43	47	65	64	64	64	64	64	64
Evenings per Week.....	3	3	4	4	4	4	4	4	4
No. of pupils Enrolled.....	628	615	490	552	597	586	588	651	543
Average Salaries per week	\$7 50	\$7 50	\$7 50	\$8 11	\$8 12	\$8 12	\$7 50	\$7 50	\$7 60
No. of Teachers.....	9	10	11	11	11	11	14	17	17
Total amount of salaries....	\$995 00	\$1,456 00	\$1,350 00	\$1,699 69	\$1,461 00	\$1,688 00	\$1,744 37	\$1,876 52	\$2,067 84
Cost of Books and Supplies	\$193 07	\$44 60	\$20 50	\$28 50	\$19 00	\$126 30	\$10 00	\$184 35	\$329 00

**Table Seven.**

SHOWING THE COST OF TEXT-BOOKS AND  
SUPPLIES.

YEAR.	Amount expended for Text Books....	Cost of books per pupil.....	Amount expended for supplies.....	Cost of supplies per pupil.....	Total cost per pupil
1898-9	\$5,368 74	.59	\$4,467 11	.49	\$1 08
1899-0	5,543 24	.66	4,459 07	.50	1 16
1900-1	5,394 13	.59	4,885 00	.53	1 12
1901-2	3,699 25	.38	5,000 00	.52	90
1902-3	2,712 71	.28	6,289 47	.64	92
1903-4	7,661 84	.78	4,046 75	.41	1 19
1904-5	6,785 57	.65	5,715 44	.54	1 19
1905-6	6,439 30	.63	5,296 93	.49	1 12
1906-7	8,680 57	.85	6,476 77	.63	1 48

**Table Eight.**

Showing the number of teachers employed, the number of class-rooms in the building, the seating capacity of each school building and the enrollment of pupils in each school.

*SCHOOL.	Number of teach- ers employed.....	Class rooms in each building.....	Seating capacity.....	Enrollment of pu- pils.....
No. 1.....	25	23	988	1056
No. 2.....	26	24	956	1065
No. and Annex.....	25	24	1152	1239
No. 4.....	35*	23*	940	1430
No. 5.....	19	16	920	1055
No. 6.....	29	26	1246	1323
No. 7.....	20	18	887	967
No. 8.....	37	34	1656	1709
High School .....	12	10	365	280
Specials .....	4			
Night School.....	16			543
Total .....	248	198	9110	10721

\* Copenhagen Classes.



### Table Nine.

SHOWING THE COST OF TEXT-BOOKS AND SUPPLIES PER PUPIL BASED ON THE ENROLLMENT AND AVERAGE ATTENDANCE FOR THE SCHOOL YEAR ENDING JUNE 30th, 1907.

SCHOOL.	Enrollment.....	Aver. attendance....	Total cost.....	Cost per pupil based on enrollment.....	Cost per pupil based on aver. attendance.....
No. 1.....	1056	881	\$1,546 47	\$1 46	\$1 76
No. 2.....	1065	863	1,551 17	1 46	1 80
No. 3 and Annex.....	1293	948	1,031 51	80	1 08
No. 4 and Train.....	1430	1042	1,965 98	1 37	1 89
No. 5.....	1055	770	1,102 18	1 04	1 43
No. 6.....	1323	1028	1,797 04	1 36	1 75
No. 7.....	967	706	989 01	1 02	1 40
No. 8.....	1709	1388	2,632 63	1 54	1 89
High School .....	280	257	2,541 38	9 08	9 89
Night School.....	543	249	369 00	68	1 48

### Table Ten.

SHOWING THE NUMBER OF DAYS LOST THROUGH  
ABSENCE OF TEACHERS FOR THE YEAR END-  
ING JUNE 30th, 1907.

[illegible]

# Table Eleven

## ATTENDANCE DEPARTMENT.

REPORT 1906-1907.

*Number of children whose parents were visited.....	5,036
Number of truants brought to school.....	227
Number of truants arrested .....	19
Number of truants reprimanded.....	16
Number of truants on probation.....	2
Number of truants sent to Jamesburg School.....	1

\*Parents are visited because of absence and irregular attendance.



## Authorized List of Text Books for Use in Primary and Grammar Schools.

### ARITHMETICS.

- 8 B Milne's Standard Supplementary text-book for the
- 8 A Milne's Standard seventh and eighth grades—Peck's
- 7 B Milne's Standard Grammar School Arithmetic.
- 7 A Milne's Standard
- 6 B Essentials of Arithmetic
- 6 A Essentials of Arithmetic
- 5 B Milne's Elements
- 5 A Milne's Elements

### GEOGRAPHIES.

- 8 B Frye's Grammar School Geography
- 8 A Frye's Grammar School Geography
- 7 B Frye's Grammar School Geography
- 7 A Frye's Grammar School Geography
- 6 B Frye's Elementary Geography
- 6 A Frye's Elementary Geography
- 5 B Tarr and McMurray's Home Geography
- 5 A Tarr and McMurray's Home Geography
- 4 B Morton's Elementary Geography
- 4 A Morton's Elementary Geography

### GEOGRAPHICAL READERS ADAPTED TO GRADE.

- Carpenter's Geographic Readers.
- Carroll's Around the World—Books I, II, III.
- The World and its People Series

### HISTORIES.

- 8 B Barnes School History
- 8 A Barnes School History
- 7 B Barnes School History
- 7 A Barnes School History
- 6 B Eclectic Primary History

- 6 A Eclectic Primary History
- 5 B Montgomery's Beginners History
- 5 A Barnes Revised Primary History
- 4 B Mowry's First Steps
- 4 A Eggleston's First Book

## SUPPLEMENTARY BOOKS ON HISTORY

Wilson's History Reader  
 Topical Survey of the United States  
 Pratt's American History Stories  
 Judson's Young American  
 Stories of Great Americans for Little Americans

## READERS.

- 8 B No text-book
  - 8 A No text-book
  - 7 B Hawthorne's 5th Reader
  - 7 A Morse's 5th Reader
  - 6 B Brumbaugh's 4th Reader
  - 6 A Cyr's 4th Reader
  - 5 B Progressive 4th Reader
  - 5 A Heath's 4th Reader
  - 4 B Judson and Bender's 4th Reader
  - 4 A Brumbaugh's 3rd Reader
  - 3 B Heath's 3rd Reader
  - 3 A New Education Book 3
  - 2 B New Education Book 2
  - 2 A New Education Book 2
  - 1 B New Education Book 1
  - 1 A New Education Book 1
- Perception Cards for New Education Reader, Books 1 and 2.

## SUPPLEMENTARY READERS ADAPTED TO GRADE

Stepping Stones to Literature  
 Lights to Literature  
 Judson and Bender's Graded Literature Series.  
 Progressive Course in Reading Series



## CLASSICS FOR THE GRADES.

- 8 B Evangeline—Longfellow
- 8 A Snow Bound—Whittier
- 7 B Courtship of Miles Standish—Longfellow
- 7 A Selections from Irving's Sketch Book
- 6 B Dicken's Christmas Carol
- 6 A Tom Brown at Rugby—Hughes
- 5 B Man Without a Country—Hale
- 5 A Black Beauty—Sewell
- 4 B King of the Golden River—Ruskin
- 4 A Alice in Wonderland
- 3 B Kingley's Water Babies
- 3 A Faïy Tales, etc.

## SPELLERS.

- 8 B Morse Speller No. 2
- 8 A Morse Speller No. 2
- 7 B Hazen Speller, Part 2
- 7 A Hazen Speller, Part 2
- 6 B Rice Speller, No. 2
- 6 A Rice Speller, No. 2
- 5 B Rice Speller, No. 2
- 5 A Rice Speller, No. 2
- 4 B Rice Speller, No. 1
- 4 A Rice Speller, No. 1
- 3 B Meleney and Giffin's Selected Words, Part 1
- 3 A Meleney and Giffin's Selected Words, Part 1

## COPY-BOOKS (Medial and Semi-Slant).

- Graphic System of Medial Copy-books series (large and small)
- Curtis System of Copy-book series
- Maynard and Merrill's System of Copy-book series
- Shaylor and Shattic System of Copy-book series

## DICTIONARIES

- For Pupil's use :
  - Webster's Common School Dictionary
  - Worcester's Collegiate Dictionary
- For reference :
  - Webster's International
  - The Standard

## GRAMMARS AND LANGUAGE BOOKS.

- 8 B Maxwell's Advanced Grammar
- 8 A Maxwell's Advanced Grammar
- 7 B Maxwell's Advanced Grammar
- 7 A Maxwell's Elementary Grammar
- 6 B Maxwell's Elementary Grammar
- 6 A Maxwell's Elementary Grammar
- 5 B Maxwell's Elementary Grammar
- 5 A Maxwell's Elementary Grammar
- 4 B Reed's Introductory Language Work
- 4 A Reed's Introductory Language Work

## MAPS AND CHARTS.

Rand and McNally  
The Scarborough Series

## PUNCTUATION, DICTATION BLANKS AND SPELLING BLANKS.

O'Neill's Punctuation  
O'Neill's Dictation Blanks  
Peckham and Little's Spelling Blank (semi-slant)  
Kerr's Spelling Blanks (semi-slant)  
Graphic Spelling Blanks (Medial)  
Shaylor and Shattuck's Spelling Blanks (Medial)

## CIVICS

8 B Townsend's Civil Government or Schwinn and Stevenson  
8 A Townsend's Civil Government or Schwinn and Stevenson  
7 B Giffin's Civics for Young Americans  
Nation and State

## PHYSIOLOGIES (Adapted to grade)

Blaisdell's Child's Book of Health  
Blaisdell's "How to Keep Well"  
Blaisdell's "How to Live"  
Conn's Physiology

## NATURE STUDY, ETC.

Wilson's Nature Study—Books 1 and 2.

Overton's Nature Study

Lippincott's Elementary Science Readers, Books 1, 2 and 3

## MORALS AND MANNERS.

Dewey's

Guide Right

Shearer's Manners and Morals

## ENCYCLOPEDIAS.

Student's Reference Work

Chamber's Encyclopedias

## STEREOSCOPIC VIEWS.

Keystone Views



## Superintendent.

DATE OF APPOINTMENT	NAME	ADDRESS	GRADE
April 19, 1897.	A. J. Demarest..	1017 Bloomfield St....	Superintendent

## Principals and Teachers.

### SCHOOL No. 1.

Nov. 1, 1903..	A. J. Allen.....	617 Bloomfield St....	Principal.
Sept. 1, 1872..	E. G. Howard....	940 Bloomfield St....	8-B
Sept. 1, 1866..	A. Burnett.....	76 Bentley Ave., J. C..	8-A-1
July 14, 1879.	J. Reid.....	1019 Bloomfield St....	8-A-2
Sept. 8, 1879..	M. McDonnell...	811 Garden St.....	7-B-1
Sept. 1, 1877..	N. McCain.....	723 Washington St...	7-B-2
Sept. 1, 1880..	I. E. Jackson...	1023 Bloomfield St...	7-A-1
Sept. 27, 1880.	M. Coghill.....	836 Bloomfield St....	7-A-2
Sept. 27, 1880.	S. Michell.....	1015 Bloomfield St...	6-B-1
Sept. 15, 1873.	C. M. Ward.....	81 Oak St., J. C.....	6-B-2
Sept. 1, 1884..	I. C. Schrader....	908 Park Ave.....	6-A-1
Dec. 1, 1888... A. Doyle.....		812 Washington St...	5-B
Sept. 12, 1893.	K. Roche.....	523 Park Ave.....	5-A
Sept. 1, 1891..	L. Wissinger....	1120 Bloomfield St...	4-B
Oct. 1, 1895... D. Strothoff....		804 Bloomfield St....	4-A
Nov. 15, 1897.	E. O'Rafferty....	727 Park Ave.....	3-B
Dec. 1, 1907... M. Canning.....		121 Bloomfield St....	3-A
*Feb. 1, 1897... M. Krause.....		613 Willow Ave.....	3-A
June 1, 1901... A. Perry.....		820 Washington St...	2-B
Aug. 26, 1895.	J. J. Walsh.....	600 Willow Ave.....	2-A
Sept. 1, 1902..	E. Carling.....	937 Bloomfield St....	1-B
Feb. 1, 1895... E. Alt.....		314 Washington St...	1-A-1
June 1, 1882... C. V. Havens....		942 Bloomfield St....	1-A-2
Oct. 23, 1905..	M. Downey.....	59 Park Ave.....	1-A-3
Sept. 1, 1897..	K. Judge.....	1116 Park Ave.....	Kindergarten
April 1, 1899..	A. Wilson.....	715 Garden St.....	"

### SCHOOL No. 2.

Sept. 1, 1902..	W. J. Wyse.....	825 Hudson St.....	Principal.
Sept. 1, 1868..	M. C. Gourlie....	937 Washington St...	8-B
Oct. 1, 1872... V. Harry.....		183 Ocean Ave., J. C..	8-A-2
Feb. 26, 1877..	M. Jeanneret....	58 Tenth St.....	8-A-1
Feb. 1, 1870... M. T. Hedges....		373 Franklin St., Blfd.	7-B
May 1, 1889... K. Horwood....		1029 Garden St.....	7-A
Sept. 28, 1878.	S. W. Applegate.	718 Washington St...	6-B-2
Sept. 8, 1879..	M. C. Applegate.	718 Washington St...	6-B-1
Jan. 15, 1881..	L. Reid.....	1019 Bloomfield St....	6-A-2
Oct. 18, 1897..	I. C. Erk.....	910 Bloomfield St....	6-A-1
Oct. 1, 1886... P. Stursberg....		932 Washington St...	5-B
Mar. 12, 1895.	L. Jeanneret....	58 Tenth St.....	5-A-2
April 1, 1891..	M. Wiggins.....	1237 Garden St.....	5-A-1
May 1, 1906... L. Meylich.....		824 Garden St.....	4-B
Feb. 1, 1897... F. McCague.....		1016 Garden St.....	4-A
April 16, 1906.	L. Niver.....	819 Washington St...	3-B
Sept. 1, 1891..	H. Van Keuren..	103 Seventh St.....	3-A-2
Sept. 9, 1889..	E. J. Howard....	940 Bloomfield St...	3-A-1
Jan. 1, 1887... W. McCain.....		723 Washington St...	2-B-1

\* Leave of Absence.



## SCHOOL No. 2.—(Con.)

Mar. 21, 1898..	Sophie Schroder..	906 Washington St...	2-B-2
Sept. 1, 1907..	Sara Maxwell....	1006 Garden St.....	2-A
Dec. 10, 1892..	R. Guinan.....	710 Bloomfield St.....	1-A-1
Sept. 1, 1891..	Sadie Schroeder..	1120 Bloomfield St....	1-B-2
Sept. 15, 1878.	S. G. Schrader...	908 Park Ave.....	1-B-1
Sept. 3, 1883..	J. Wendover.....	815 Washington St...	1-A
Sept. 1, 1880. }	A. B. Francis.....	834 Park Ave.....	Kindergarten
Oct. 8, 1894. }			
Oct. 4, 1898....	M. A. Feeny.....	331 Garden St.....	"

## SCHOOL No. 3.

Sept. 1, 1891..	A. Musgrave.....	740 Park Ave.....	Principal.
May 1, 1905..	A. Fleming.....	940 Willow Ave.....	5-B
Oct. 1, 1903..	Gertrude Pope...	807 Bloomfield St....	5-A-2
Feb. 1, 1904..	Ada Smith.....	1119 Park Ave.....	5-A-1
Dec. 1, 1901..	A. D. Ryan.....	919 Willow Ave.....	4-B-1
Mar. 21, 1898..	B. F. Hart.....	232 Washington St....	4-B-2
Sept. 9, 1907..	Edith Sheridan...	1013 Bloomfield St....	4-B-2
Feb. 8, 1906..	Edith Allen.....	1023 Washington St..	4-A-1
Oct. 20, 1902..	M. Keresey.....	208 Bloomfield St....	3-A-1
Feb. 1, 1907..	C. Strothoff.....	804 Bloomfield St....	3-A-2
Sept. 1, 1902..	M. Livesey.....	831 Willow Ave.....	1-B-3
May 25, 1885..	L. Hoehnle.....	714 Bloomfield St....	2-A-1
Oct. 23, 1905..	E. Aitchinson....	311 Bloomfield St....	3-B-2
Oct. 1, 1903..	F. Ingleson.....	823 Hudson St.....	3-A-2
Nov. 1, 1904..	G. Gorman.....	1115 Bloomfield St....	2-B-2
Oct. 15, 1903..	J. Henry.....	94 River St.....	2-B-1
Sept. 1, 1904..	C. O'Rafferty....	727 Park Ave.....	2-A-3
Oct. 15, 1903..	M. Ford.....	637 Bloomfield St....	2-A-2
Nov. 1, 1907..	E. Goll.....	908 Washington St...	1-A-2
Nov. 1, 1903..	E. Eaton.....	513 Park Ave.....	1-A-1
Mar. 21, 1898..	E. Mooney.....	609 Grand St.....	Kindergarten
Mar. 21, 1898..	A. O'Callaghan...	1223 Bloomfield St....	"
Sept. 11, 1905..	H. Reid.....	815 Willow Ave.....	1-B
Sept. 11, 1905..	M. Harvey.....	1126 Park Ave.....	1-A-2
Sept. 17, 1907..	Marv Giusto.....	1031 Bloomfield St....	1-A-3
May 15, 1905..	L. Deacon.....	1113 Willow Ave.....	1-A-1

## SCHOOL No. 4.

Sept. 25, 1871..	E. A. Allen.....	1217 Garden St.....	Principal.
June 1, 1875..	A. Sherwood.....	1217 Garden St.....	Training.
Dec. 29, 1884..	A. Meharg.....	328 Garden St.....	"
Jan. 1, 1885..	E. Leonard.....	502 Hudson St.....	7-A
May 1, 1883..	A. Harding.....	707 Garden St.....	6-B
Nov. 1, 1897..	M. Cassidy.....	816 Willow Ave.....	6-A
Aug. 26, 1895..	H. Seyd.....	506 Washington St...	6-A-2
May 1, 1885..	E. L. Jackson....	1023 Bloomfield St....	6-A-3
Oct. 4, 1898..	F. McCague.....	1016 Garden St.....	5-B-1
Aug. 21, 1899..	J. Kerr.....	1028 Washington St..	5-B-2
May 1, 1901..	J. McCammond...	713 Bloomfield St....	5-A
Nov. 12, 1877..	I. McEnnery.....	303 Hudson St.....	4-B-1
Sept. 1, 1882..	C. A. Lambert....	258 Tenth St.....	4-A-2
Oct. 1, 1901..	C. Mount.....	516 Bloomfield St....	4-A-1

## SCHOOL No. 4.—(Con.)

Feb. 1, 1891..	J. Pinner.....	507 Washington St...	3-B-1
Oct. 1, 1905....	E. Toohey.....	531 Garden St.....	3-B-2
June 1, 1901..	M. Roche.....	616 Hudson St.....	3-B-3
Sept. 1, 1891..	A. Geayer.....	1109 Garden St.....	3-A-1
Oct. 1, 1906....	Grace Pope.....	807 Bloomfield St.....	3-A-3
Jan. 1, 1890..	G. Van DenBergh	834 Garden St.....	2-B-1
Nov. 1, 1897..	E. Johnston.....	527 Bloomfield St.....	2-B-1
Oct. 23, 1905..	A. Arata.....	1132 Garden St.....	2-A-2
Sept. 12, 1903..	J. Murphy.....	261 First St.....	2-B-2
Sept. 1, 1898..	K. Hicks.....	926 Garden St.....	2-A-1
Oct. 23, 1905..	J. Scott.....	913 Bloomfield St....	2-A-3
Feb. 14, 1905..	M. E. Allen.....	1217 Garden St.....	2-A-4
Oct. 18, 1897..	E. Ingleson.....	823 Hudson St.....	1-B-1
Dec. 1, 1905..	A. McDermott....	825 Hudson St.....	1-B-3
Sept. 1, 1896..	M. Johnston.....	527 Bloomfield St....	1-B-2
Feb. 1, 1897..	J. Traynor.....	927 Willow Ave.....	1-A-1
Oct. 1, 1906..	A. Lockwood.....	615 Hudson St.....	1-A-2
Mar. 1, 1907..	C. C. Worsthorn..	129 Hudson St.....	1-A-3
Sept. 1, 1897..	C. Brown.....	321 Hudson St.....	Kindergarten
Mar. 21, 1898..	A. C. Tallon.....	700 Washington St...	"
Dec. 1, 1901..	S. F. Leinkauf...	803 Washington St...	Supt.'s Office.

## SCHOOL No. 5.

Sept. 1, 1873. }	A. E. Moore.....	1007 Garden St.....	Principal.
Nov. 1, 1889. }			
Dec. 1, 1887..	L. Lambert.....	258 Tenth St.....	5-B-1
Sept. 19, 1905..	M. Rechert.....	1035 Garden St.....	5-B-2
Nov. 21, 1905..	M. A. O'Toole....	1023 Park Ave.....	5-A
Nov. 1, 1890..	C. I. Clinton....	1215 Bloomfield St....	4-B-1
Jan. 1, 1893..	M. A. Clark.....	333 Garden St.....	4-A
Feb. 1, 1893..	A. A. O'Rafferty.	727 Park Ave.....	3-B
May 1, 1894..	H. I. Reidy.....	1126 Willow Ave....	3-A
Oct. 1, 1883..	A. M. Booth.....	638 Bloomfield St....	3-A-2
Oct. 23, 1905..	A. M. Beck.....	825 Hudson St.....	2-B-1
Aug. 26, 1895..	D. Ahrens.....	618 Bloomfield St....	2-B-2
May 1, 1894..	S. P. Vinten.....	103 Seventh St.....	2-A-1
Nov. 20, 1895..	J. Werkless.....	908 Garden St.....	1-B-2
Oct. 1, 1905..	E. R. Reidy.....	1126 Willow Ave....	1-B-1
Aug. 26, 1895..	E. Connelly.....	261 Fourth St.....	1-A-1
June 1, 1873..	M. H. Vose.....	303 Hudson St.....	1-A-2
Oct. 23, 1905..	L. Pindar.....	710 Grand St.....	1-A-3
Sept. 1, 1883..	K. Myddleton....	115 Park Ave.....	Kindergarten
Jan. 12, 1903..	K. O'Rafferty.....	727 Park Ave.....	"

## SCHOOL No. 6.

Sept. 1, 1897..	L. B. Bissell....	1227 Bloomfield St....	Principal.
Sept. 1, 1873..	A. A. Higgins....	730 Park Ave.....	8-B
Sept. 1, 1878..	J. S. Jeanneret...	58 Tenth St.....	8-A
Nov. 1, 1871..	L. Herbert.....	206 Eleventh St.....	7-B
Sept. 1, 1878..	A. Moore.....	902 Bolomfield St....	7-A
Sept. 1, 1878..	H. Herbert.....	209 Tenth St.....	6-B

## SCHOOL No. 6.—(Con.)

Feb. 27, 1882..	M. E. Jackson....	1023 Bloomfield St....	6-B-2
Sept. 14, 1885..	M. E. Idell.....	1231 Bloomfield St....	6-A-1
Sept. 14, 1885..	L. I. Husy.....	106 Eleventh St.....	6-A-2
Feb. 15, 1888..	M. O'Callaghan..	1223 Bloomfield St....	5-B-1
Nov. 7, 1889..	M. Moffatt.....	154 Tenth St.....	5-B-2
Oct. 4, 1898..	L. Farr.....	933 Bloomfield St....	5-A-1
June 25, 1894..	B. M. Loomer....	1021 Washington St..	5-A-2
April 1, 1896..	L. Greenbaum....	1035 Garden St.....	4-B-1
Oct. 4, 1898..	K. MacAvoy.....	213 Tenth St.....	4-B-2
Sept. 15, 1892..	E. Maltus.....	909 Hudson St.....	4-A
May 1, 1901..	M. A. Bergen....	1605 Madison St.....	3-B-2
Sept. 9, 1907..	E. V. Frost.....	161 Thirteenth St....	3-B-1
Sept. 1, 1902..	A. Henke.....	65 Tenth St.....	3-A
Mar. 21, 1898..	C. Besson.....	1225 Bloomfield St....	3-A-2
Oct. 21, 1895..	J. Hauser.....	944 Bloomfield St....	2-A-2
Jan. 1, 1904..	F. Bonynge.....	931 Washington St....	2-B-1
Oct. 27, 1884..	A. L. Beck.....	1033 Park Ave.....	2-A-1
Oct. 1, 1893..	M. A. Breen.....	1012 Bloomfield St....	1-B-2
Mar. 21, 1898..	I. Judge.....	721 Garden St.....	1-A-1
Sept. 19, 1904..	M. Moore.....	1122 Bloomfield St....	1-A-2
Nov. 1, 1907..	M. Cowper.....	206 Tenth St.....	1-A-3
April 1, 1875. }	P. F. Luehs.....	830 Garden St.....	Kindergarten
Sept. 1, 1890. }			
Sept. 18, 1899..	M. Livingston....	805 Washington St....	"

## SCHOOL No. 7.

Dec. 1, 1906..	E. W. Oliver....	1031 Washington St..	Principal.
Feb. 1, 1886..	L. Kirk.....	1027 Willow Ave.....	6-A
Feb. 1, 1886..	E. Upton.....	913 Washington St...	5-B
Sept. 29, 1883..	I. F. Thies.....	125 Park Ave.....	4-B
May 15, 1865. }	A. S. Mills.....	60 Twelfth St.....	4-A-2
Nov. 1, 1878. }			
Dec. 1, 1888..	'da Lull.....	1103 Washington St..	4-A-1
Sept. 1, 1902. }	K. Kiernan.....	918 Willow Ave.....	3-B-1
Nov. 1, 1887. }			
Mar. 1, 1907..	M. V. Cummings.	79 Washington St....	3-B-2
April 1, 1899..	L. J. Clinton....	1215 Bloomfield St....	3-A-2
Oct. 4, 1898..	E. M. Burnette..	724 Washington St....	3-A-1
April 1, 1900..	K. Funcheon....	506 Garden St.....	2-B-2
Sept. 1, 1902..	M. Murray.....	709 Willow Ave.....	2-B-1
Oct. 1, 1889..	M. Sandmann....	827 Washington St...	2-A-2
Sept. 16, 1891..	N. L. Stephens..	1031 Park Ave.....	2-A-1
Nov. 1, 1907..	S. Toohey.....	531 Garden St.....	1-A-2
Sept. 1, 1896..	M. Johnston....	527 Bloomfield St....	1-B-1
Aug. 26, 1895..	M. Fitzsimon....	1014 Willow Ave.....	1-A-2
Sept. 1, 1907..	Madeline Glusto.	1031 Bloomfield St....	1-A-1
Sept. 14, 1885..	A. Black.....	1038 Bloomfield St....	Kindergarten
May 1, 1901..	M. F. Tallon....	305 Washington St...	"

## SCHOOL No. 8.

Mar. 1, 1900..	J. F. Brandt....	1212 Garden St.....	Principal.
May 1, 1871..	L. E. Robinson...	1014 Garden St.....	8-B-1
Nov. 1, 1873..	M. L. Lawler....	258 Tenth St.....	8-A-1



## SCHOOL No. 8.—(Con.)

Sept. 7, 1874..	J. Livingston....	1041 Bloomfield St....	8-A-2
Sept. 7, 1874..	G. Kellett.....	918 Washington St....	7-B-1
Sept. 8, 1879..	C. Vottler.....	918 Washington St....	7-B-2
Nov. 1, 1879..	E. Smith.....	822 Park Ave.....	7-A-1
Sept. 1, 1889..	L. Haddenhorst..	1020 Hudson St.....	7-A-2
Sept. 5, 1881..	L. Moch.....	732 Park Ave.....	6-B-1
Sept. 1, 1891..	M. McKenzie....	87 Madison St.....	6-A-1
Jan. 31, 1898..	E. G. Davy.....	211 Hudson St.....	6-A-2
Oct. 19, 1904..	E. G. Murphy....	1029 Washington St..	6-A-3
Jan. 1, 1904..	O. C. Brelle.....	1012 Willow Ave.....	5-B-1
Nov. 16, 1903..	A. C. Searle.....	1042 Park Ave.....	5-B-2
Sept. 19, 1898..	H. Pinner.....	507 Washington St...	5-B
Sept. 1, 1902..	N. A. Barry....	703 Park Ave.....	5-A-1
Oct. 1, 1905..	K. Sullivan.....	213 Clinton St.....	4-B-1
Feb. 1, 1903..	E. C. Hiney....	1041 Bloomfield St...	4-B-2
Sept. 22, 1902..	C. Kent.....	714 Park Ave.....	4-A-1
April 1, 1907..	Jennie A. Frost..	161 Thirteenth St....	4-A-2
Oct. 1, 1905..	J. Johnston.....	527 Bloomfield St....	3-B
Oct. 1, 1905..	M. Coughlin....	1028 Park Ave.....	3-A-1
Sept. 14, 1904..	J. B. Brandt....	1212 Garden St.....	3-A-2
Sept. 22, 1902..	M. F. Donnelly...	628 Bloomfield St....	2-B-1
Sept. 12, 1893..	E. Clinton.....	1215 Bloomfield St...	2-B-2
Sept. 17, 1907..	M. Coyle.....	718 Bloomfield St....	2-B
Dec. 1, 1904..	M. Donlon.....	262 Tenth St.....	3-B
Feb. 1, 1905..	G. MacMillan....	1309 Garden St.....	1-B-1
April 1, 1899..	E. Wilson.....	214 Tenth St.....	2-A
Nov. 1, 1907..	A. Sullivan.....	213 Clinton St.....	1-B
Sept. 11, 1905..	A. Gunderson....	113 Washington St...	1-B
Oct. 8, 1894..	A. C. Tallon....	305 Washington St...	1-A-2
Oct. 20, 1902..	M. Delaney.....	414 Grand St.....	1-A-3
Oct. 1, 1889..	K. McHale.....	1128 Garden St.....	Kindergarten
Mar. 21, 1898..	M. McCullagh...	255 Eleventh St.....	"
Sept. 1, 1904..	G. B. Judge.....	721 Garden St.....	2-A
June 1, 1901..	E. Johnston.....	527 Bloomfield St....	Office.

## HIGH SCHOOL.

Sept. 1, 1893..	L. F. Talbot.....	704 Garden St.....	Principal,
Sept. 1, 1879..	S. L. Swart.....	807 Washington St...	V.-Principal
June 1, 1886..			
May 17, 1890..	V. Borthwick....	913 Bloomfield St....	
Aug. 4, 1871..	M. E. Lawler....	1213 Washington St..	
Sept. 24, 1900..	E. F. Kelly.....	52 Cathedral P'ky, N.Y.	
Nov. 1, 1881..	G. A. Correa....	213 Tenth St.....	
Dec. 1, 1907..	M. Van Ness....	163 S. 9th St., Newark	
Nov. 1, 1905..	J. G. Coleman....	617 Bloomfield St....	
Sept. 1, 1907..	A. J. Dillon....	905 Garden St.....	
Sept. 9, 1907..	F. J. Trich.....	828 Bloomfield St...	
Sept. 1, 1907..	A. Wakefield....	305 Hudson St.....	
Oct. 16, 1899..	C. Planer.....	333 Hudson St.....	
Sept. 1, 1900..	B. Hecker.....	1236 Garden St.....	



## SPECIALS.

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Mar. 1, 1892..	E. Erk.....	910 Bloomfield St....	
Sept. 1, 1897..	A. Kelly.....	130 E. 27th St., N. Y..	
Oct. 1, 1891..	K. MacCord.....	60 Tenth St.....	
*April 15, 1907.	L. Cummings....	79 Washington St.....	

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## JANITORS.

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May 2, 1903..	Thos. O'Toole....	728 Willow Ave.....	No. 1 School
Jan. 28, 1907..	Mrs. M. Ryan....	165 Tenth St.....	No. 2 School
Jan. 1, 1892..	M. McIntyre....	222 Adams St.....	No. 3 School
Aug. 23, 1905..	Mrs. B. Halloran.	6th St. & Willow Ave.	No. 4 School
May 1, 1897..	D. Murphy.....	257 First St.....	No. 5 School
Aug. 1, 1891..	E. Forbes.....	932 Willow Ave.....	No. 6 School
Sept. 1, 1897..	R. Henry.....	113 Washington St...	No. 7 School
May 7, 1903..	S. Donaldson....	301 Willow Ave.....	No. 8 School
Aug. 15, 1898..	J. Moore.....	123 Willow Terrace..	H. S.
June 10, 1907..	Mrs. M. Lally....	62 Monroe St.....	No. 3 Annex

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## TRUANT OFFICERS.

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Sept. 1, 1906..	Jas. Farrell.....	211 Fourteenth St....	
Sept. 1, 1906..	Henry Spohr....	821 Washington St....	

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\* Sp. Substitute.

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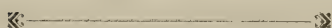
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COURSE OF STUDY  
*AND*  
MANUAL OF INSTRUCTION  
*FOR*  
GRAMMAR AND PRIMARY  
GRADES

HOBOKEN, NEW JERSEY.



Adopted by the Board of Education,  
June 26th, 1903.



# COURSE OF STUDY.

## Introduction.

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"The course of study is not intended to be rigid. As here indicated, it presents the minimum amount of work to be done. Teachers are at liberty to expand the topics and broaden the work.

The purpose of this course of study is to give teachers a more intelligent idea of what is expected of them and to suggest how this may be accomplished most effectively and most easily. It is hoped that large and constant use will be made of it and that it will be considered as something to be studied and worn out, rather than as one more book to be laid away for careful preservation.

The course in each grade is preceded by a brief introduction containing general suggestions for all grades. These should be studied carefully by every teacher and made the basis of the general theory underlying the work of her particular grade.

It is not expected that the directions and suggestions here given shall be in all details strictly and exactly followed. The spirit rather than the letter should control. A broad and liberal construction is to be placed on all doubtful points. The teacher should invariably consult the principal, and the principal the superintendent whenever directions or suggestions are not clear, or whenever a different plan or theory seems better adapted to a particular class or teacher.

In all subjects, the teacher will find it necessary

to study carefully the pages relating to at least the next lower and higher grades. A wider range than this will be still more valuable.

The manuals of other cities have been examined during the preparation of this course of study and much assistance has been obtained from them. Special acknowledgment should be made to the authors of the manuals of Jersey City and East Orange.

### KINDERGARTEN.

The admission of children of four years of age to the Kindergarten makes it necessary to modify the work of this department. If the number of children attending the Kindergarten is too large, the principal shall have the option of making two divisions of the class. The younger division will be given pure Kindergarten work. The older section shall take up a certain amount of primary Kindergarten work. The method of teaching number and reading will be as in the primary grades. The amount of work covered in each subject shall be governed by conditions and under the direction of the principal. The half should be used, but no other fractional part.

The purpose of the Kindergarten is the all-sided development of the child and his true natural introduction to all relationships through his own self-activity.

The work taken up throughout the course is such as is suggested by the outdoor world, the life in the home and the special festival days. This will be worked out through observation of nature, through the medium of pictures, stories, songs and games, gifts and occupations.



Fall story and game work will touch upon the following subjects:—The preparation of winter by nature, animals and man; ripening of fruits and grains; distribution of seeds; winter homes of animals; our dependence upon nature; our gratitude for the harvest; leading up to Thanksgiving and the spirit of thankfulness. Thanksgiving; historical connection of the day; the First Thanksgiving; the modern Thanksgiving; family festival.

Winter game and story work will consider the following:—Our dependence upon nature for the comforts of home, light, heat and clothing. Interdependence. The underlying thought shall be that serving and helping each other bring us to the loving and giving of the Christmas time.

Division of time; the seasons; winter time; short days, cold weather, snow and ice; the need of protection; houses; the houses in which the children live; the material used in construction and where obtained; houses in other countries; our little brothers and sisters in other parts of the world; Esquimo's home, &c.

The spring and summer work will include:—

Combinations of families into neighborhoods, into towns, into state and country. Those who serve the country; our country's heroes; stimulate the spirit of patriotism, courage, manliness; Lincoln and Washington; other men who serve the people—postmen, firemen, &c. The necessity and dignity of labor and the brotherhood of man; the respect due honest and faithful labor. Domestic animals in the homes of the children.

Springtime; awakening of life; Easter; Froebel's birthday; sowing of seeds and planting; Arbor Day; return of the birds; nest building—emphasizing again the family life; Decoration Day.

## GIFTS AND OCCUPATIONS.

The function of the gifts and occupations is to give knowledge, skill and culture. They help to emphasize the thought of the talks and games. They give ideas of color, size, form, position and number.

The occupations furnish the means by which the child gives expression to his ideas.

The gifts give special opportunity for mathematical concepts.

At the end of the term, the child should be able to recognize and name the forms of the gifts with which he has played; to evolve in an orderly sequence one form from another; to draw and lay the plane figures and to model the solids; to count by one's to fifty; by two's to twenty; by three's to fifteen, and to recognize quickly groups of two's, three's &c. up to eight. He should also have some knowledge of measuring, using the inch as the unit of measurement.

Some general facts the children should know at the end of the year:—Days of the week; months of the year; seasons; points of the compass; time—hours of the day; six primary colors with tint and shade of each.

They should be able to reproduce short stories; recite poems; and they should practice some of the every day courtesies:—"I thank you"; "If you please," etc.

## LANGUAGE LESSONS AND GRAMMAR.

The prime object of language teaching is to enable pupils to express their thoughts fluently and in appropriate language, and further, to teach

them enough of the science of language to form a sound basis for future work in the advanced study of the mother tongue.

To do this well, pupils must be furnished with abundant thought material, and this is accomplished best by combining language work with observation, number and reading lessons in the primary grades, and later with geography, history and science. If children are induced to think, and encouraged to express their thoughts fully and abundantly and in the best available style, they will acquire the habit of using good English. Technical instruction should be given when needed to enable the pupil to express his thoughts adequately. Power to use language is acquired by its use.

The teacher should talk very little, but by careful questioning should induce the pupils to talk freely and thoughtfully; and, by suggestion and example she should lead them to speak correctly. In no subject is more careful preparation required.

At first the work to a great extent must be oral, but as soon as the pupils are able to express their thoughts in writing, the pencil or pen should be an important auxiliary in language work. The teacher should be careful not to assign any more written work than the pupil can do well.

The subjects of the composition work should be interesting to the pupil and should be adapted to his ability. As a rule, written compositions should be upon subjects which have been treated orally. The subjects should be taken mainly from the other studies. All studies can thus be made to provide material for work in language. On the other hand, the regular time assigned to this study does not furnish the only opportunity for language

training. Every lesson in every branch of study should contribute to this end.

Power in the use of language arises mainly from the use of connected discourse. Therefore the pupils should be taught as early as possible to use sentences connected in thought. This practice should be continued so that the pupils may acquire the ability to write upon subjects requiring sustained thought. Originality of statement should be encouraged. In grammar grades, in connection with the general exercises, talks and original discussions by the pupils are profitable.

All statements, questions and answers by pupils, should be made, as a general rule, in complete sentences. Formal or stilted sentences should however, be discouraged. The teacher should ask questions or conduct conversations so skillfully that the pupil is required to use complete sentences.

# PRIMARY DEPARTMENT.

## LANGUAGE.

### GRADE I—A.

#### 1—ORAL WORK.

- (a) The development of thought from reading lessons, and description of pictures in readers.
- (b) Talks on the human body and personal cleanliness.
- (c) Talks on manners and morals. To be given indirectly through the medium of stories, memory gems, etc.
- (d) Talks on the months.
  - 1. Position in the year.
  - 2. Change of seasons.
  - 3. Natural phenomena.
  - 4. Holidays.

In this work, which should take the form of familiar conversations, and which should be marked with freedom of expression, the teacher will find abundant opportunity to correct ungrammatical expressions, faulty articulation and pronunciation.

#### 2—TECHNICAL WORK.

- (a) Thinking games.
  - 1. Name objects of a certain color, shape, or those used for certain purposes.



2. Teacher describes object, animal or familiar building.

Children  $\left\{ \begin{array}{l} 1. \text{ Ask questions.} \\ 2. \text{ Arrive at conclusions.} \\ 3. \text{ Give reasons.} \\ 4. \text{ Repeat descriptions.} \end{array} \right.$

The teacher should purposely omit some point in order to make the children ask questions.

(b) Action Lessons.

The purpose of these lessons is to lead the children to form correct habits of speech.

Teach use of *see, saw, was, were*, etc.

(c) Picture lessons.

Purpose  $\left\{ \begin{array}{l} \text{To teach the child to observe,} \\ \text{to think,} \\ \text{and to reason.} \end{array} \right.$

1. Picture described as a whole.

Statements should be complete; bear relation to each other, etc.

Terms used—*there are, that is, this is*, etc.

Question on principal points for first reproduction—then reproduce without help.

2. As a basis for imaginary story.

Purpose  $\left\{ \begin{array}{l} \text{Observation.} \\ \text{Thought.} \\ \text{Imagination.} \\ \text{Narration.} \end{array} \right.$

Lead children to see every object in the picture in its relation to a central figure.

## GRADE I—B.

### 1—ORAL WORK.

- (a) Review technical work of preceding grade, developing more clearly the recognition of the names of objects and the names of actions.
- (b) Object lessons—descriptions, etc.
- (c) Lessons on familiar animals, e. g., cat, dog, horse, &c. Kinds, parts, uses, habits and home.
- (d) Nature study. (Not in detail.)

- |         |   |                                     |
|---------|---|-------------------------------------|
|         | { | 1. Plants—Parts—simple description. |
|         |   | 2. Trees.                           |
|         |   | 3. Grain.                           |
| 1. Fall |   | 4. Fruits.                          |
| and     |   | 5. Nuts.                            |
| Winter. |   | 6. Harvest.                         |
|         |   | 7. Frost.                           |
|         |   | 8. Snow.                            |

- |              |   |                    |
|--------------|---|--------------------|
| 2. Awakening | { | 1. Trees.          |
| of           |   | 2. Twigs and buds. |
| Spring.      |   | 3. Germination.    |
|              |   | 4. Flowers.        |

- (e) Hiawatha's childhood.  
Building of his canoe; his friends.

### 2.—Written work. Copying work.

- (a) Copy sentences from reader, etc.

- (b) Teach pupil to write his name and address.
- (c) Teach pupil to write name of school.
- (d) Teach pupil to write names of the days, months, date.
- (e) Lists of words.
- (f) Dictation to follow copying; one-third of term.
- (g) Original work.  
Have children write short sentences containing specified words. All sentences, whether written or oral should be the result of knowledge obtained.
- (h) Teach use of capitals, period and question mark.

#### GRADE I.—A & B.

Teach some of the following poems:

The Little Plant (Plant Baby).....K. L. Brown.  
 The Sparrows.....Celia Thaxter.  
 The Sun's Travels.....R. L. Stevenson.  
 Bird and its Nest.....Eugene Field.  
 Wynken, Blynken and Nod.....Eugene Field.  
 Jack Frost (Child's Garden)....R. L. Stevenson.  
 Come, Little Leaves.....Eleanor Smith.  
 Night Wind.....Eugene Field.  
 My Bed is a Boat.....R. L. Stevenson.  
 Snow Flakes Story (Plant Life).....  
 Brown Thrush.....Lucy Larcom.

#### FABLES TO BE TOLD:

Fox and Grapes (self-deceit).  
 Lion and Mouse (Kindness rewarded).  
 Dog in the Manger (selfishness).  
 Wind and Sun (gentleness).

## FAIRY STORIES:

Red Hiding Hood (obedience to parents).

## GRADE II—A.

## LANGUAGE.

## 1—ORAL WORK.

- (a) Continue talks on months, human body, personal cleanliness, morals and manners.
- (b) Continue lessons on name forms.
- (c) Picture lessons. More extended than first grade.
- (d) Familiar animals.
- (e) Object lessons.
- (f) Reproduction lessons.  
Aesop's fables, short fairy stories. Stories to be told, not read. Stories should be short and pointed and should be repeated until absorbed by the children. Reproduced in logical order by the children.

## 2.—WRITTEN WORK.

- (a) Use of exclamation point, comma, interrogation point, period, and forms of the possessive.
- (b) Copy short paragraphs from reader.
- (c) Teach the forms: *this is, that is, these are, those are.*
- (d) Teach the correct use of: *is, are, were, has, and have.* in oral and written sentences.
- (e) Teach the abbreviations, Dr. (Doctor),

*in., ft., yd., qt., pt., Prin., Mr., Mrs.* In each case teach the whole word thoroughly first.

## GRADE II—B.

### LANGUAGE.

#### I—ORAL WORK.

- (a) Continue work of preceding grades.
- (b) Give exercises in reproducing (1) by topics or questions, (2) without them, in both oral and written form, the subject matter of nature and reading lessons and of stories.
- (c) Discussion of simple poems and memory gems. To be read as wholes; discussed in parts.
- (d) Short talks on American history.
- (e) Nature study.

1—Lessons on leaves.

2—Seed distribution.

3—Familiar birds—their appearance and habits.

4—Minerals.

#### 2—WRITTEN WORK.

- 1—Copy short paragraphs and occasionally stanzas from reading lessons.
- 2—Copy short letters.
- 3—Dictate paragraphs which pupils have previously studied from readers.
- 4—Sentence building, containing words used in the reading and other lessons.



5—Teach use of: *is this, is that, are these, are those.*

6—Action lessons. Teach use of *come, came; give, gave; go, went, &c.*

7—Teach use of apostrophe in singular possessive.

Teach some of the following poems:

September.....	H. H. Jackson.
October's Bright Blue Weather...	H. H. Jackson.
Down to Sleep.....	H. H. Jackson.
Seven Times One .....	Jean Ingelow
The Children's Hour.....	H. W. Longfellow.
Good-Bye to Summer.....	Smith.
Golden Rod.....	Lucy Larcom.
What the Winds Bring.....	E. C. Steadman.
Mountain and Squirrel.....	R. W. Emerson.
November .....	Alice Carey.
Spring .....	Celia Thaxter.
In the Black Forest.....	Celia Thaxter.
Jack in the Pulpit.....	Eleanor Smith.
Winter Pine.....	R. L. Stevenson.
Sweet and Low.....	Alfred Tennyson.
Songs of the Brook.....	Alfred Tennyson.
The Leaflets .....	(Plant Baby).
The Crocus.....	(Plant Baby).
Talking in Their Sleep.....	Edith Thomas.
One, Two, Three.....	(Stepping Stones).
Little Flax Flower.....	M. Hewitt.

#### FABLES TO BE TOLD:

Hare and Tortoise.....	(Overconfidence).
Dog and Shadow.....	
Ant and Grasshopper.....	(Improvidence).
The Crow and the Cheese.....	(Pride).

## FAIRY STORIES:

The Little Match Girl.....	Hans C. Anderson.
Pine Tree.....	Hans C. Anderson.
Ugly Duckling.....	Hans C. Anderson.
Story of the Year.....	Emily Poulson
The Anxious Leaf.....	

Talks should be given on the principal holidays, as Christmas and Thanksgiving, etc.

## GRADE III.

## LANGUAGE.

## 1—ORAL WORK.

- (a) Follow previous directions regarding oral and written work. Preserve close connection between the two.
- (b) Give much drill to correct common errors of speech.
- (c) Reproduction, oral and written, as before.
- (d) Continue lessons on the human body; talks on manners and morals.
- (e) Picture lessons. (Descriptive).  
 Pictures to refer to historical scenes or places and subjects of interest touched upon in geography and nature study.
- (f) Action lessons. (Narrative).

Actions selected should not be difficult to describe. Require pupils to observe closely and describe in full, using only one "and."

## 2—WRITTEN WORK.

- (a) Drill in orthography and use of all words taught.
- (b) Punctuation and capital letters; review thoroughly the work of preceding grades.
- (c) Review, in both declarative and interrogative forms. Idioms taught.
- (d) Copy easy letter-forms; teach the proper form for beginning and closing letters.
- (e) Give exercises in dictation to emphasize all features of written work previously outlined.
- (f) Teach apostrophe in possessives and contractions.
- (g) Division of words into syllables.

## GRADE III--B.

## 1—ORAL WORK.

- (a) Continue oral work as directed for previous grades.
- (b) More attention to be given to the teaching of new words as they occur in the reading and other lessons. Make every new word acquired mean something to the pupils.

## 2—WRITTEN WORK.

- (a) Simple letter-forms. Teach heading, address, body, subscription and super-inscription.
- (b) Give much practice in the use of personal pronouns.

- (c) Abbreviations and contractions, their correct use in sentences.
- (d) Individual name, family name, full name.
- (e) Teach margin, quotation marks, caret and hyphen in compound words at the end of a line.
- (f) Division of words into syllables.

#### GRADE IV—A.

Oral and written work as before.

Drill upon all work previously outlined.

Continue careful teaching of new words, laying particular stress upon the meaning.

Simple letter writing.

Synonyms and synonymous expressions.

Give considerable attention to correct paragraphing and the division of words at the end of a line.

Teach formation of plurals:

1. By adding "s" or "es."
2. By changing "f" or "fe" to "ves."
3. When singular ends in "y."

Give thorough drill in the use and orthography of *who*, *which*, *what*, *whose*, and *whom*.

Use of capitals with rules.

Common abbreviations.

Teach quotation marks in broken quotations.

#### GRADE IV—B.

Oral and written work as before.

Careful teaching of new words as before.

Simple, social and business letters, with practice

in addressing envelopes.

Continue study of synonyms.

Occasionally give practice in easy definition. The method of procedure should be: 1st. Investigation and study of term to be defined. 2nd. Accurate oral or written expression.

Teach direct and indirect quotations.

Teach subject and predicate.

Review formation of plurals, and teach

1. Irregular plurals.
2. Plural like singular.

Give much practice in using the correct forms of common irregular verbs, as *am, come, go, say*.

Common abbreviations.

#### GRADE V—A.

1.—Teach (idea = word) (thought = sentence) (subject and predicate.) Build and use many sentences containing two words—a subject and predicate.

2.—Teach noun and verb; also teach singular and plural forms of nouns and verbs; show that the subject and predicate must agree in number. (This work should not be carried too far).

3.—Use verbs containing more than one word and introduce the pronoun (as subject).

4.—Use word modifiers of the subject, thus introducing the adjective.

5.—Use word modifiers of predicate, thus introducing the adverb.

6.—Use phrase modifiers of subject and predicate, thus introducing the preposition. Change words to phrases and vice versa.

7.—Use compound subjects and predicates, thus introducing conjunctions.



8.—Much sentence building and easy composition.

9.—Teach rules where capital letters are used.

10.—Teach rules where punctuation marks are used.

11.—Parse by naming the parts of speech and give number of nouns and verbs.

12.—Analyze by naming (office) part of sentence.

13.—Letter writing.

14.—Diagramming (optional).

#### GRADE V—B.

1.—Introduce object and attribute complements. Teach the case of nouns and pronouns, giving their relations to other words, also giving rule of syntax relating to same. Much sentence work, parsing and analysis.

2.—Parse nouns by naming the part of speech, the number, the case and the rule.

3.—Use participle as a modifier.

4.—Use explanatory modifiers (possessives). Teach possessive case.

5.—Introduce compound sentences; afterwards complex sentences.

6.—Teach kinds of sentence with respect to meaning.

7.—Continue letter writing.

8.—Teach simple definitions.

9.—Composition work. Diagramming (optional). Compound and complex sentences used in this grade are not to be too intricate.

## GRADE VI—A.

1.—Continue sentence building, analyzing and parsing.

2.—Drill on adverbial and adjective clauses.

3.—Teach the classes of the parts of speech and introduce them in parsing.

4.—Teach the modifications of nouns and pronouns and use them in parsing.

5.—Teach the comparison of the adjective which is also to be used in parsing. Let the object of the parsing be to show the relation of the words in the sentence and to recognize the modifications shown by the word.

6.—Use simple rules of syntax as far as possible.

7.—Use rules for capitalization and punctuation.

8.—Composition work.

9.—Diagramming (optional).

## GRADE VI—B.

1.—Continue work of preceding grade.

2.—Teach modifications of verbs.

3.—Introduce infinitive phrase.

4.—Have pupils conjugate verbs.

5.—Teach modifications of adverbs.

6.—Introduce the above in the parsing.

7.—Correct errors in speech, and show the reasons for such corrections.

8.—Teach definitions (simple).

9.—Composition work by outline.

10.—Diagramming (optional).

Let all definitions be simple such as a pupil can

understand. The above four half-years should give the pupils a fair knowledge of the construction of sentences; the relation of words in a sentence; the parts of speech and their modifications; and prepare them for more extended work along the same line. For the next four terms this work should be continued, introducing the pupils to more difficult sentences, more complicated forms and constructions.

#### GRADE VII—A.

Continue work of previous grade.

Drill in analysis. Drill in declensions and conjugations.

Word study.

More complicated work in modifiers (modifiers of modifiers).

Complex phrases.

Punctuation, capital letters, rules.

Composition work. Diagramming (optional).

#### GRADE VII—B.

Special attention should be given to participial modifiers.

More advanced work in use of the infinitive phrase.

Work in independent words and phrases.

Work in transposed order of arrangement.

Work in contraction of sentences.

Original composition work. Diagramming (optional).

Continue work of earlier grades.

#### GRADE VIII—A.

Use more difficult compound and complex sentences.

The noun clause. More advanced work in modifications of parts of speech.

Continue work of earlier grades in analysis, parsing, sentence building.

Composition work. Diagramming (optional.)

## GRADE VIII—B.

General review.

## MATHEMATICS.

Accuracy in mathematical work is most important, but rapidity should be cultivated as early and as thoroughly as possible.

Special attention should be given in all grades to rapid and accurate addition. Every pupil will have more or less of this work in after life, and in practical business; frequent annoyance results from inability to add columns with rapidity and accuracy. Small numbers should be used at first, and larger numbers and longer columns only when proficiency has been acquired with the former. It is constant rather than difficult practice that gives facility and fixes principles. So, too, accuracy and rapidity in subtraction, multiplication, and division should constantly be aimed at, and special exercises giving practice in these operations should be assigned in all grades.

Oral work should not be dropped when written work is begun, but should be continued in all grades. Every new topic should be introduced orally, and written work should supplement the oral when the numbers are too large or the process too difficult to be readily grasped. Pupils should not be allowed to use long division when the divisor is less than thirteen. In problems ap-

plying new principles, only numbers that are within the comprehension of pupils should be used. Complicated processes and problems should, in general, be avoided.

Pupils should not be allowed to learn the rules in arithmetic until processes and the reasons therefor are understood. All operations and processes taught should, if possible, be associated and compared with others previously taught, which are based upon the same principles. A knowledge of this similarity will simplify the subject in the mind of the pupil and will facilitate his comprehension of it.

Pupils should be trained constantly in problems applying the common transactions of everyday life. These problems should be carefully prepared. All important circumstances accompanying such transactions should be vividly presented. The numbers employed should not be theoretical, but those actually used in real transactions.

In every grade, many problems growing out of the other subjects studied, Geography, History, etc., and illustrative of the grade work in mathematics, should be assigned.

Short methods should be introduced when they are of real assistance. Pupils should be proficient in at least one method.

All forms of analysis should be brief. All written work on the board, slate or paper, should be neat in appearance and orderly in arrangement. Pupils should not be allowed to see or present careless or slovenly work.

Their work should not be accepted unless it is the best that they can do. Accuracy in the use of language, whether oral or written, should be insisted upon. All forms and statements should



be logically, as well as grammatically correct. The pupils should be encouraged to illustrate their work with drawings whenever it is possible.

Pupils should be required to describe probable circumstances leading to problems and to write and solve the problems.

Such useless facts as 16 drachms = 1 oz.; 25 lbs. = 1 quar.; 4 qrs. — swt.; 31 1-2 gal. = 1 bbl.; 40 sq. rds. = 1 rood; 3 miles — 1 league, etc., which are rarely met with except in text-books, and serve to overload the mind of the pupil, should be omitted from the tables of weights and measures.

In the lower primary grades the classes will be taught to best advantage when divided into small sections.

The work in Inventional Geometry should be presented in logical order. The pupils should be led to acquire a knowledge of geometrical figures and their relations, and originate solutions for themselves. In no other subject is it of more importance that the teacher should remember that he should guide and not tell. The geometrical truths discovered should be used as a basis for problems in mensuration. All drawings should be neat and accurate, and should be preserved.

In every grade the work of preceding grades should be reviewed. By this is meant not a formal review, but rather the constant repetition of previous work, which marks good teaching.

The work indicated for each grade is the minimum to be accomplished by that grade. Should any class complete its grade work before the end of the term, it should immediately take up the work regularly following in the course.

## PRIMARY DEPARTMENT.

## GRADE I—A.

Teach the numbers from 1 to 12 inclusive.

Addition, subtraction, multiplication and division of numbers from 1 to 12.

All instruction in numbers should be given in connection with the use of objects, such as blocks, splints, etc. Give all possible combinations and separations in each number before proceeding to the next, first without figures, afterwards with figures.

When pupils understand a number thoroughly, i. e., are able to give accurately and rapidly, both with and without objects, all the possible combinations and separations to be found in it, teach the figure which represents it.

The signs  $+$ ,  $-$ ,  $+$ ,  $-$ , and  $=$  may be taught as convenient substitutes for the words previously learned.

Apply the written number in simple, concrete problems which will interest the children and give them an idea of the practical value of numbers. Give much practice on slate and blackboard in the use of the numbers as fast as learned.

There is no objection to having pupils count with objects to 20, and with U. S. coins to 5c.

## GRADE I—B.

Numbers from 1 to 18 inclusive.

Follow suggestions under Grade I—A.

Review work of Grade I—A.

Multiplication and division of numbers to 12.

Always begin with objects. When the combinations of any number are thoroughly learned (a) with objects, (b) with pictures or diagrams, (c) with figures, give careful drill in memorizing them. As the work progresses and the pupils learn that two contains one two times, that one is one-half of two, etc., the expression *one-half* should be taught. In like manner, with the number three, teach *one-third*, with four, *one-fourth*, five, *one-fifth*, and so on to *one-twelfth*.

In writing exercises for pupils do not always leave the second member of the equation to be answered by the pupils, but give variety. For example:

$$\begin{array}{rcl}
 + 1 = 3 & & \frac{1}{4} \text{ of } 4 = \\
 2 + \quad = 4 & & \frac{1}{3} \text{ of } \quad = 2 \\
 3 + 1 = & & \frac{1}{3} \text{ of } 3 = 1
 \end{array}$$

First insist on accurate work; then rapid work. Teach United States coins to ten cents; also inch and foot. Use the actual coins (or toy money) and measures. Pupils may count with objects to fifty.

## GRADE II—A.

Numbers from 1 to 24 inclusive.

Pupils may write numbers to 100, and add in columns, the sums not to exceed 24.

Teach thoroughly by the use of objects,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ , and  $\frac{1}{6}$  of numbers which are multiples of the denominators, not exceeding 18.

Illustrate the combinations above 10 by using groups of counters, i. e., one ten with one for eleven; one ten with two ones for twelve, etc.

Follow methods of Grades I—A and I—B.

Roman numerals through XX.

Teach United States coins to one dollar.

Teach inch, foot, yard, pint, quart. In giving lessons on denominate numbers, as inch, quart, etc., use the actual measures. Give many practical exercises in using these numbers.

### GRADE II—B.

Numbers from 1 to 48 inclusive.

Read and write numbers of three figures; add and subtract; multiply and divide, using no multiplier greater than 6, nor divisor greater than 4.

Continue fractions of numbers as far as learned, to 1-12, using only multiples of the denominators.

Follow methods of previous grades. See Grade II—A.

Roman numerals to C.

Denominate numbers of preceding grades, also *gal.*, *doz.*,  $\frac{1}{2}$  *doz.*, taught objectively.

Use *gal.*, *qt.*, *pt.*, in exercises in reduction.

Write dollars and cents, and perform fundamental operations with the same.

Continue freely the mental exercises, applying all combinations as far as learned, both abstract and applied, and insist on rapid work.

### GRADE III—A.

Numbers from one to one hundred.

Teach the numbers from twenty to fifty by counters in groups of tens combined with ones, as two tens and four ones for twenty-four, four

tens and three ones for forty-three, etc., representing the numbers by figures as you progress. Handling of counters by pupils should be dispensed with as soon as they are able to understand the numbers thoroughly without them.

Read and write numbers through two periods.

Continue addition, subtraction, multiplication, and division of numbers at sight, and on slate and blackboard, using not more than ten numbers in addition, and no multiplier or divisor greater than ten. Explain the process of subtraction when the minuend figure is less than the subtrahend figure.

Fractions continued to 12-12 of numbers as far as learned.

Denominate numbers of preceding grades, also *lb., oz., yr., day, hr., min., sec.*

Use *ft., in., gal., qt., pt.*, in exercises in reduction.

Make use of U. S. money.

Drill freely with mental exercises on all combinations learned and on applied numbers.

### GRADE III—B.

Numbers from one to forty-four; methods as in preceding grades.

Read and write numbers through three periods.

Give much drill upon fundamental processes, no multiplier nor divisor to exceed 12. Teach long division, no divisor less than 11 nor greater than 15. Give plenty of oral drill.

Fractions as before, with comparison of halves, fourths and eights. Addition and subtraction of like fractions with 2, 4, or 8 as the denom-



inator, and of mixed numbers containing such fractions.

Roman numerals to M.

Denominate numbers of preceding grades, also *bu.*, *pk.*

Use *yd.*, *ft.*, *in.*, *gal.*, *qt.*, *bu.*, *pk.*, in exercises in reduction.

Make use of U. S. money. Simple operations in making change, never by subtraction, always by addition, as in taking twenty-three cents from fifty, we say, adding two to twenty-three, twenty-five; then adding twenty-five, fifty; or adding two five, ten and ten, we say, twenty-five, thirty, forty, fifty. The use of toy money is recommended.

Many practical problems.

#### GRADE IV—A.

Drill in numeration and notation.

Read and write numbers through three periods.

Fundamental operations continued, using any multiplier of two figures. Long division, divided to six places, divisor not to exceed two figures.

Fractions to 12-12 with comparison of halves, thirds, fourths, sixths, eighths and ninths. Addition and subtraction of fractions with 2, 3, 4, 6, 8, and 9 as denominators. These fractions should be like fractions, except when the following denominators are involved, viz.: 2, 4 and 8. Mixed numbers containing such fractions.

Roman numerals reviewed.

Denominate numbers of preceding grades. Use

*yd., ft., in., gal., qt., pt., bu., pk., lb., oz.*, in exercises in reduction.

Make use of U. S. money. Let the work in U. S. money lead to the use of the decimal terms, tenths and hundredths.

Give much mental work.

Practical problems.

### GRADE IV—B.

Complete the fundamental processes.

Constant practice in reading and writing numbers, as in Grade IV—A. Addition, subtraction, multiplication and division completed.

Compare interchangeable fractional forms. Addition and subtraction of fraction with 2, 3, 4, 5, 6, 8, 9, 10 and 12 as denominators. These fractions should be like fractions except when the following denominators are involved, viz.: 2, 3, 4, 6, 8 and 9. In the latter case the largest denominator used must be a multiple of the other denominators.

Mixed numbers containing such fractions.

Multiplication of a fraction or a mixed number by an integer.

Roman numerals reviewed.

Denominate numbers of preceding grades, also *ton, bu., pk., pt.*

Use *yd., ft., in., gal., qt., pt., ton., lb., oz., bu., pk., qt., yr., day, hr., min., sec.*, in exercises in reduction.

Give much drill in U. S. money, especially in rapid addition, gradually increasing columns to fifteen or twenty numbers, decimals to two places. Continue exercises in making change.

Give much mental work.

Practical problems.

## GRAMMAR DEPARTMENT.

### GRADE V—A.

Review work of Grade IV—B Primary.

Drill in multiplication and long division every day during the first month, gradually increasing numbers used.

Denominate numbers—Tables of avoirdupois weight, liquid and dry measure, linear measure and time. Easy problems in reduction.

Fractions—Reduction, addition and subtraction.

Multiplication and division of a fraction by an integer and *vice versa*.

Teach meaning of proper and improper fractions and the reduction of an improper fraction to a whole or mixed number and *vice versa*.

Begin with fractions having small denominators.

Decimals—Teach decimals to three places.

Addition and subtraction;

Multiplication and division of decimals by integers.

Give much work in United States money.

Bills and receipts.

Factor numbers to 144.

Much mental work daily.

### GRADE V—B.

Review work of preceding grades.

Fractions—Continue and complete.

Decimals—Addition and subtraction.

Multiplication and division of decimals by integers and vice versa.

Division of one integer by another, the quotient being a decimal.

Division of one decimal by another, the quotient being an integer.

Denominate numbers—Square measure.

Reduction, addition and subtraction.

Areas of rectangular surfaces.

Drill in United States money.

Bills and receipts.

Much mental work daily.

#### GRADE VI—A.

Review work of preceding grades.

Decimals—continue and complete.

Change common fractions to decimals and *vice versa*.

Denominate numbers—Reduction, addition, subtraction, and multiplication.

Areas of rectangles and right-angled triangles.

Percentage—Base and rate given to find percentage.

Drill in United States money.

Bills and receipts.

Much mental work daily.

#### GRADE VI—B.

Review work of preceding grades.

Denominate numbers—Reduction, addition, subtraction, and multiplication.

Division of a compound number by an integer.  
Use fractions, common and decimal.

Cubic measure.

Areas of rectangles and right-angled triangles,  
and contents of rectangular solids.

Percentage—Easy problems.

Interest—Principal, rate and time expressed in  
years given to find the interest.

Bills and receipts.

Much mental work daily.

#### GRADE VII—A.

Review work of preceding grades.

Denominate numbers—Complete.

Areas of rectangles and triangles and contents  
of rectangular solids. Problems involving the  
capacity of rectangular bins, tanks, etc.

Give special attention to measurements in floor-  
ing, plastering, papering, lumber, etc.

Percentage, including trade discount, profit and  
loss, and commission.

Simple interest.

Inventional geometry.

Much mental work daily.

#### GRADE VII—B.

Review work of preceding grades.

Measurements, including areas of trapezoids.

Percentage, including trade discount, taxes,  
and fire insurance.

Simple interest.

Bank discount.

Inventional geometry.



Much mental work daily.

### GRADE VIII—A.

Review work of preceding grades.

Simple interest.

Domestic Exchange.

Ratio, simple proportion and compound proportion.

Partnership.

Longitude and time.

Measurements, including operations involving diameter, circumference and area of a circle.

Inventional geometry.

Much mental work daily.

### GRADE VIII—B.

General Review.

Square root.

Measurements, including operations involving diameter, surface, and contents of a sphere, cylinder and cone.

Inventional geometry.

Much mental work.

## READING.

Good reading is essentially good talking, and in all grades the aim should be to secure a comprehension of the meaning, clearness of utterance, and facility of expression. For this purpose two things are necessary; that the pupil, before reading a sentence aloud, should be able to pronounce correctly every word in it, and that he fully comprehend the meaning.

Distinct enunciation and correct pronunciation should be taught in all grades, but they should receive special attention in the primary department.

Pupils should be taught to pronounce *the, a* or *an*, as a syllable of the following word, and all words of a phrase as closely connected. Distinct articulation can be secured only by persistent phonic drill. Frequent breathing exercises should be given.

Much attention should be given to the correction of errors in speech. The teacher should study their cause. Occasional errors may easily be corrected. But defective articulation and pronunciation, which have been acquired out of school, and have become habitual by long use, can be corrected only by persistent practice and special phonic drills.

If a pupil's voice is defective, he should receive special drill. Loud or sharp tones should be discouraged. Concert work cultivates "school tones," allows the dull or careless pupils to depend on others, gives help to those who should not receive it, and should therefore be avoided. Constant care should be exercised as to the position of pupils while reading.

The pupil must make a thought of his own before he can give it correct oral expression. With younger pupils meaning of words and passages should be evolved by conversation and questions. The substance of what is read should be given in the pupil's own language.

From Grade I—A to Grade III—B of the Primary Department, most of the words which the pupil meets in his lessons are already familiar to him in speech. The chief work in word study in

these grades should therefore be the identification of familiar words with their written or printed forms. The teacher should avoid wasting time in developing the meaning of words with which pupils are already well acquainted; but when familiar words in new relations, and new words, occur, their meaning should be carefully taught.

From Grade IV—A of the Primary Department to Grade VIII—B of the Grammar Department, the pupil meets more frequently old words with new meanings and uses, and new words. He must, besides, become acquainted with the literary use of words as found in the literary productions read. In these grades the study of the meaning and use of words should be emphasized.

The reading lesson should lead the pupil to an acquaintance with the classics of our literature. Therefore, the study of literary selections should be begun as early as possible. The teacher should aim to impress the pupils with the beauty of the selections read, and thus inspire them with a love for good literature. This study should be literary in character, not grammatical. Although the beginning of this work is suggested for Grade IV—A, Primary, the enthusiastic teacher will find abundant material and many opportunities for undertaking it even in lower grades.

In the Grammar Department provision should be made for the reading and study of entire stories, adapted to the capacity of the pupils, which require sustained interest.

As most of the reading in after life must be silent reading, and that, too, at sight, much attention should be given to accurate and rapid work in grasping thought from the printed page. Opportunity should be given frequently for silent

reading, as well as for reading aloud at sight. Selections for sight reading should contain, as a rule, only familiar words.

Every school should be well supplied with supplementary reading matter of all kinds, from which the teacher may select. As pupils' failures in other studies are frequently due to their inability to read the text-books properly, these should occasionally be used as the texts in reading lessons.

It will interest and instruct the pupils, and serve as a model for good reading, particularly in the lower grades, if the teacher, or more fluent readers among the pupils, read at times suitable selections. It will be of additional advantage if these refer to other subjects of study.

The teacher should make much use of the Public Library, and encourage the pupils to do so. The suggestions of the teacher will have great influence in guiding the home reading of the pupils.

In all grades, beautiful passages in prose or verse should be memorized by the pupils. These may be taken from the selections read and studied by the class. They should be short in the lowest grades, but should not always be limited to extracts. As soon as the pupils can do so they should memorize entire selections. The memory selections here referred to should be chosen on the basis of literary beauty, and do not include precepts given by the teacher for the purpose of teaching morals and manners.

The reading matter furnishes very interesting and profitable material for paraphrase and general composition work.

## PRIMARY DEPARTMENT.

### GRADE I—A.

Teach reading by a combination of the sentence, word, synthetic and phonic methods.

By pleasant conversation, familiarize the child with the word to be taught. Use words only in the child's colloquial vocabulary. When teaching an object word, present the object. If possible, sketch a picture on the board, or show it on the chart. Write the word in a short sentence on the board. Use script for all blackboard work.

Review frequently by leading pupils to make new combinations of the words taught.

A list of fifty words should be learned from the blackboard, before using the chart or primer. Teach about two hundred and fifty words during the term. The names of the letters are to be taught when the text-book is placed in the hands of the pupils. Afterwards teach them in the usual order.

Resolve easy words into their phonic elements.

Insist on natural tones, distinct enunciation, and correct pronunciation. Notice not only occasional errors of pronunciation, but also prevalent errors. Give special phonic drills to replace bad habits of speech with correct ones.

The teacher should occasionally read short selections or stories adapted to the capacity of the pupils. These readings may have reference to the other subjects of study.

Have children commit to memory several short selections.



## GRADE I—B.

See Grade 1—A.

Reading matter—

- a.* Reader or Readers adapted to the grade.
- b.* Supplementary reading.
  1. First reader.
  2. Selections from other sources adapted to the capacity of the pupils. These may have reference to the other studies of the grade.
- c.* Easy selections for sight reading should occasionally be given pupils, in order to maintain interest, and particularly to give them practice in grasping thought quickly, yet accurately. Such selections should contain only words with whose written or printed forms the pupils are familiar.

Do not allow the pupils to read a sentence aloud until he has mastered it, and can read it readily to himself. Use the blackboard<sup>1</sup> freely. Be sure the pupils understand what they read. Question freely.

Notice the use of familiar words in new relations. Continue drill in phonics.

Give special attention to distinct enunciation, correct pronunciation and proper phrasing. Notice not only occasional errors of pronunciation, but also prevalent errors. Give special phonic drills to replace bad habits of speech with correct ones.

The teacher should occasionally read<sup>1</sup> short selections or stories adapted to the capacity of

the pupils. These should include, besides others, myths and historical stories, and selections referring to the other subjects of study.

Teach several short memory selections.

GRADES II—A., II—B., III—A., III—B.

Reading matter—

a. Grade II—A.	} Readers Adapted to the Grades.
Grade II—B.	
Grade III—A.	
Grade III—B.	

b. Supplementary Reading.

Selections adapted to capacity of pupils. These may have reference to the other studies of each grade.

c. Easy selections for sight reading. See Grade I—B.

Give special attention to distinct enunciation and correct pronunciation. Notice pupils' errors. Give vocal drill and phonic exercises.

As most of the words used are found in the pupils' colloquial vocabulary, it will not be difficult for them to understand the texts read. Nevertheless question them freely. Carefully study the use of familiar words in new relations, and new words as they occur.

Occasionally read short selections or stories. These should include, besides others, myths and historical stories, and selections referring to the other subjects of study.

Teach several short memory selections.

# GRADES IV—A, IV—B.

## Reading matter—

- a. Grade IV—A. } Readers Adapted  
Grade IV—B. } to the Grades.

## b. Supplementary Reading—

1. Other readers adapted to each grade.
2. Circulating sets and other reading matter adapted to the capacity of the pupils. This should include historical stories and selections referring to the other subjects of study.

## c. Selections for sight reading.

Emphasize distinct enunciation and correct pronunciation.

Give practice in phonic analysis and vocal drill.

Give special attention to emphasis, inflection, and expression, teaching these by practice and illustration.

Carefully study new words. Be sure that pupils understand their meaning and use.

Give practice in easy definition. The other should be—(1) the study of the word in the context; (2) the statement by the pupil of the thought in his own words or by the substitution of a synonym or synonymous expression; (3) the definition.

In the previous grades the reading matter has been mainly of the colloquial style and the chief work in word study has been the identification of words with which the pupil was familiar in speech, with their written and printed forms. In these and subsequent grades more attention should gradually be

given to literary selection from classic authors, for the purpose (1) of leading the pupils to an appreciation of the beauty of what is read and hence to acquire a taste for good reading, and (2) of acquainting them with the literary use of words.

Encourage the use of the Public Library. Direct pupils what to read.

Have pupils memorize several literary selections.

When pupils leave the primary department, they should be able to read ordinary English; should be familiar with some of the simpler masterpieces, and should be fond of reading.

## GRAMMAR DEPARTMENT.

GRADES V—A, V—B, VI—A, VI—B.

Reading matter—

<i>a.</i> Grade V—A.	} Readers Adapted to the Grades.
Grade V—B.	
Grade VI—A.	
Grade VI—B.	

*b.* Supplementary Reading—

1. Other readers adapted to each grade.
2. Circulating sets and other reading matter adapted to the capacity of the pupils. This should include selections referring to the other subjects of study, literary classics, and entire stories.

*c.* Selections for sight reading.

Read carefully the directions given for previous grades.

Distinct enunciation and correct pronunciation should be insisted upon.

Teach the use of the dictionary.

Give special attention to emphasis, inflection, and expression, showing their adaptation to the thought.

Carefully study new words. Be sure that pupils understand their meaning and use.

Frequently require pupils to give a paraphrase of what is read.

Give practice in definition. See Primary Department, Grades IV—A, IV—B.

Study literary selections. See Primary Department, Grades IV—A, IV—B. The character and scope of this work should be carefully adapted to the age and knowledge of the pupils of each grade.

Encourage kindly criticism.

Notice grammatical peculiarities in connection with the reading only when it is necessary to explain the thought.

Encourage the use of the Public Library. Direct pupils what to read.

Memorize several literary selections.

Occasionally have pupils recite selections.

#### GRADES VII—A and VII—B.

Reading matter—

a. Grade VII—A. } Readers Adapted  
Grade VII—B. } to the Grades.

b. Supplementary Reading—

1. Other readers adapted to each grade.
2. Circulating sets and other reading



matter adapted to the capacity of the pupils. This should include selections referring to the other subjects of study, literary classics, and entire stories.

*c. Selections for sight reading.*

It is expected that pupils will enunciate distinctly and pronounce correctly.

Insist on the use of the dictionary.

Give special attention to emphasis, inflection, and expression, showing their adaptation to the thought.

Carefully study new words. Be sure that pupils understand their meaning and use.

Frequently require pupils to give a paraphrase of what is read.

Give drill on definitions.

Study literary selections. As the object of this study is literary appreciation, attention should be paid in the reading mainly to the literary elements of the selections read. The work should not degenerate into a grammatical study of sentences and words, that is, analysis and parsing. Grammatical features should be referred to only for the purpose of making the thought clear in the minds of the pupils. The study should be made so attractive that the pupils will be induced to extend their reading of classic authors.

The reader should be regarded rather as a convenient collection of English classics from which selections may be made than a series of lessons to be read consecutively.

Encourage kindly criticism and thoughtful discussion.

Teach simile and metaphor, using easy illustrations.

Encourage the use of the Public Library. Direct pupils what to read.

Memorize several literary selections.

Occasional recitations and declamations.

### GRADES VIII—A and VIII—B.

Reading matter—

*a.* Reader adapted to the grade.

*b.* Supplementary reading. See preceding grades.

*c.* Sight reading. See preceding grades.

Literary reading and study—

A critical and careful study of some one classic.

Note the common figures of speech.

Note carefully and follow the directions for previous grades.

### GEOGRAPHY.

In no other study, perhaps, is the teacher so likely to hold the class to the text-book, as in geography. Text-book instruction alone, assigning the lessons by pages and sections, tends to lead the child from the subject itself to empty words and definitions.

Much of elementary geography may be taught by requiring the pupils to observe the natural scenery and physical phenomena about him. As so much depends upon the vertical structure of a country it will be time well spent to consider carefully this feature at the proper time.

Specimens and curiosities brought in for class use: a class scrap-book with clippings from the newspapers, reference books, books of travel, outline maps, maps in the book and upon the black-board, a moulding board and sand, etc., will materially aid the teacher and the class.

As map sketching is a means, and not an end, this work should not occupy too much time.

Geographical facts and historical events should be closely associated.

## PRIMARY DEPARTMENT.

### GRADE I—B.

Teach by observation and conversation—

Sky—Sun, sunny days, clouds, rain, rainy days, snow, snow storm.

Size—Large, small, little, long, short, larger, largest and the like.

Place—Teach by association with objects: on, above, under, over, before, behind, right, left, right hand, left hand, etc.

Qualities—Prominent qualities of objects: hard, soft, rough, smooth, and the like.

Stories, literary selections, poems and songs referring to natural phenomena.

### GRADE I—B.

Teach by observation and conversation—

Sun—Shape, sunrise, where sun is first seen in the morning, sunset, where sun is last seen in the evening.

Moon and stars.

Forms of water—Rain, snow, ice, hail.  
Melting of snow and ice. In spring time call attention to melting of snow and ice caused by sun's rays and spring rains.

Size—Measure objects in school room. Enlarge upon work of Grade I—A.

Place—Continue as in Grade I—A.

Direction—Locate objects in the school room and outside by pointing.

Distance—In connection with number and form study, measure objects, using the inch and foot.  
Measure and estimate distances.

Qualities—Follow outline of Grade I—A. and enlarge upon it.

Stories, literary selections, poems and songs referring to natural phenomena.

## GRADE II—A.

Teach by observation and conversation—

Sun—Its location in the morning, at noon, in the evening; moon, stars. The effects of the sun's light and heat upon plants and animals.

Forms of water—Rain, its effect upon plants, snow, ice, hail, dew, frost. Freezing of water in fall and winter. Show by experiment how vapor is formed. Fog, clouds, their colors and movements.

Air—Show its existence by its motion and its use in respiration. Wind, its directions and effects.

Size—Comparative size.

Direction and distance—Relative position of objects in school room. Description of objects arranged in groups. Measure and estimate distances.

Qualities—Porous, elastic, transparent, opaque, fragrant and the like.

The occupations of the people of this city and neighboring cities and their habits showed, serve as topics for conversation.

## GRADE II—B.

Teach by observation and conversation—

Full moon, new moon, where each is first seen.

Sunlight, its effect upon plants and animals.

Differences in temperature at different times of the day.

Forms of water—Rain, its effect upon plants; snow, its use; ice, hail, dew, frost, vapor, fog, clouds. Show how clouds are formed. Rain clouds.

Size—Comparative size.

Direction and distance—Teach by the use of the compass the cardinal points. Have pupils locate objects in the school room and familiar objects out-



side, using the cardinal points. Subsequently teach semi-cardinal points. Measure and estimate distances.

Qualities—Review work of Grade II—A.

Time—Teach pupils to tell time by the clock.

Stories, literary selections, poems and songs referring to natural phenomena.

### GRADE III—A.

Cardinal and semi-cardinal points. Direction of leading objects of interest and neighboring cities.

By actual measurement develop a scale. Draw a plan of some object, as the teacher's desk, to scale. Draw a plan of the school room, locating the principal articles of furniture. Have pupils estimate and measure the dimensions; teach this as a map. Locate neighboring streets.

The seasons. Note the changes in the time of sunrise and sunset. The direction of the sun at sunrise and sunset. The course of the sun across the sky. Notice the difference in the length of shadows. Have pupils measure them at different times of the year. Difference in heat and cold. Effects upon vegetable and animal life. Adaptation of food, shelter, and clothing to season. Read to pupils or have pupils read about the modes of living of other peoples. Show illustrative pictures. Lead pupils to make comparisons and to account for differences by climate.

Teach terms solid, liquid, and gaseous in connection with air and the forms of water.

Have pupils keep a simple record of the weather and natural phenomena as they observe them.

Stories and literary selections.

### GRADE III—B.

Continue the weather record.

Observe running water in brooks or in artificial water courses. Study slopes, natural or artificial. Study drainage about the school buildings. Brook basins. Water parting. It is best to study the action of running water under natural conditions. In some parts of the city this is difficult. In these cases study artificial features. Teach river, river-basin, bay, ocean, hill, mountain, plain, valley, island, peninsula, cape, strait. Have pupils study these by actual observation as far as possible. Study the natural features of this vicinity. Have pupils mould the forms taught in sand.

Continue the map work begun in Grade III—A. Draw plan of school building and yard, and neighboring streets. Draw map of the city, indicating the location of the school building and principal points of interest. Have pupils point in the direction of New York. Brooklyn, and the leading cities of the State, and tell in which direction each lies, what the distance is (approximately) in miles and in time. Means of communication with them.

Call attention to the necessity of food, shelter, and clothing, and hence the necessity of occupations. Brief study of the occupations of the people of this city and neighboring cities.

Notice the points of resemblance and difference in common objects, and classify them as animal, vegetable, and mineral.

Stories and literary selections.

#### GRADE IV—A.

Brief study of New Jersey. (Modeling and drawing.)

1. Outline.
2. Surface.
3. Soil.
4. Productions—agricultural and mineral.
5. Manufactures.
6. Occupations of people.
7. Principal cities.
8. Capital, meaning of the term.
9. Commerce.
10. Means of communication.

From a consideration of articles of food and clothing and providing for shelter, lead to a general study of productions and occupations of people elsewhere. Notice means of communication and transportation. Use pictures to aid pupils in gaining correct impressions.

The earth as a whole. Use globe.

Size.

Shape. How we know the earth is round.

Daily motion. Day and night.

Axis, poles, equator, hemisphere.

Distribution of heat. Treat generally.  
Show the difference in the degrees of  
heat between the equator and poles.

Distribution of animal and vegetable life.  
Treat generally.

Continents and grand divisions.

Races, their distribution. Treat generally.

Stories and literary selections. Encourage pupils to read books of travel.

#### GRADE IV—B.

Water—Evaporation, clouds, rain, snow, ice, absorption by the earth, natural reservoirs, springs, brooks, rivers, ocean.

Rivers—Source, water-parting, water shed, river basin, slopes, channel, current, windings, quantity of water, sediment transported and deposited, floods, mouth, delta.

Uses of rivers, canals.

Modeling.

Earth as a whole—

Review shape, size, daily motion, axis, poles, equator, hemisphere, distribution of heat, continents, grand divisions. Oceans.

North America—Treat generally. Map drawing and modeling.

Teach occupations, customs, and industries of the people, animal and vegetable life, their dependence upon temperature and climate.

Teach differences in temperature and climate due to physical features, land elevations, the location of mountain systems and large bodies of water.

Outline—

1. Location with reference to (a) the equator and the rays of the sun, (b) other grand divisions, (c) oceans.
2. Size.
3. Elevations.
4. Chief river-basins and lakes.
5. Coast line.
6. Climate—reasons for differences in climate. Plants and animals.
7. Minerals.
8. People and races. Occupations and industries.
9. Political divisions and principal cities.

Note important current events, particularly those occurring in North America.

Stories and literary selections. Encourage pupils to read books of travel and exploration.

## GRAMMAR DEPARTMENT.

### GRADE V—A.

Earth as a whole—

Review daily motion.

Annual motion. Inclination of axis. Position of sun at different times in the



year. Equal day and night. Unequal day and night.

Introduce and develop ideas of government. Show what laws are, their necessity. Monarchy, republic.

United States as a whole—Treat generally.

1. Position in hemisphere with reference to (a) the rays of the sun, (b) other countries, (c) oceans.
2. Size.
3. Surface.
4. Drainage. Principal rivers.
5. Climate.
6. Productions.
7. People—races and conditions of society.
8. Ten great cities and causes of their growth.
9. Commercial routes, railroad and water, and means of communication—telegraph, telephone, postal system.
10. Government.
11. States by groups.
  - (a) Sectional differences.
  - (b) State government.

Map drawing and modeling.

Name important current events, particularly those occurring in the United States.

Appropriate literary selections. Encourage pupils to read books of travel and exploration.

## GRADE V—B.

Earth as a whole—

Review daily and annual motions as taught in previous grades.

Equator, inclination of axis, polar circles, tropics, zones, latitude, meridians.

Brief study of physical features of continents, particularly of Western.

Land Surface—continental forms, mountains, valleys, plains (different kinds). Distribution of animal and vegetable life (give reasons). Apply particularly to North and South America. Agencies at work in changing the surface of the land—the work of rain, frost, winds, rivers, earthquakes, volcanoes, internal heat of the earth.

Very briefly teach Dominion of Canada, Greenland, Alaska, Mexico, Central America and West Indies, using outline given for United States. Omit unimportant details. Refer briefly to commercial, political, and historical relations with United States.

Teach South America and Europe, using outline given for North America. Omit unimportant details.

Have pupils make collections of articles obtained from countries studied.

Map drawing and modeling.

Imaginary journeys following important routes of travel.

Note important current events.

Appropriate literary selections. Encourage pupils to read books of travel and exploration.

#### GRADE VI—A.

Review daily motion of earth, and results. Annual

motion and results. Change of seasons. Difference in degrees of heat on the earth at different times of the year. Explain. Difference in length of day and night at different times of the year and in different parts of the earth.

Oceans—Position, comparative size, animal and vegetable life, coral formations. Movements: waves, how caused; currents: Gulf Stream, Japan Current, how caused, their influence on climate. Lead pupils to observe the rising and falling of tides by calling attention to the provisions which men make for them in constructing docks, piers, etc. Ocean bottoms. Oceanic islands.

Distribution of land and water surface.

Uses of the ocean.

Teach Asia, Africa, Australia, and Oceanica, using outline given for North America.

Map drawing and modeling.

Commercial, political, and historical relations with United States.

Means of communication (a) by telegraph, (b) steamship lines.

Imaginary journeys following important routes of travel.

Do not teach isolated facts. Lead pupils to find causes.

Note important current events.

Appropriate literary selections. Encourage pupils to read books of travel and exploration.

## GRADE VI—B.

Review study of the seasons.

Latitude, how measured. Longitude, how measured. Longitude and time.

Moon, phases, cause of tides.

Atmosphere—Temperature and density at different altitudes, moisture. Winds, including trade winds, their causes and influence upon climate; storms. Electrical phenomena.

Review North America.

Arrange all instruction in the relation of cause and effect.

Teach United States by the following outline:

1. Position—Hemisphere, zones, circles, latitude, longitude, boundaries.
2. Striking characteristics—shape and size; indentations and projections; border waters; adjacent islands.
3. Surface—Projections: mountains, hills, plateaus, slopes. Depressions, plains, valleys.
4. Drainage — Water-sheds, river-basins, rivers, lakes.
4. Climate — Temperature, humidity, winds; causes, and effects upon life.
6. Soil—Fertile and barren sections.
7. Life—Vegetable: wild, cultivated. Animal: wild, domestic. Human: savage, civilized.
8. Industries and occupations—Agricultural, grazing, manufacturing, mining, quarrying, lumbering, and fishing.

Commerce, exports, imports, trade and traffic.

9. Political divisions, states, principal cities, position and advantages, and causes of growth.
10. History, government, religion and education.
11. Journeys, routes, scenery, resources, railroads, etc.
12. Comparisons and contrasts: In vertical structure, coast line, drainage, climate, soil, life; in agricultural, manufacturing and mining regions; and products, routes of trade, etc.

Modeling and map drawing.

Study of United States by sections.

Give special attention to Middle Atlantic States and New Jersey.

Important current events. Literary selections.  
Books of travel and exploration.

#### GRADE VII—A.

Teach Dominion of Canada, Greeland, Alaska, Mexico, Central America, West Indies, and South America, using outline given for the United States, omitting unimportant details.

Map drawing.

Emphasize comparisons and contrasts, and commercial and political relations with the United States.

As much attention as time permits should be given to the study of important events and fa



mous men associated with the history the countries and cities studied. The consideration of such topics as the conquest of Mexico by Cortez, the conquest of Peru by Pizarro, Toussaint l'Ouverture, the independence of Mexico, the independence of Brazil, the establishment of other American republics, the Panama Canal, the Nicaraguan Canal, will make the study of geography more interesting and more profitable. Other topics will readily suggest themselves.

Important current events. Literary selections.  
Books of travel and exploration.

#### GRADE VII—B.

Teach Europe, Asia, Africa, Australia, and Oceania.

Study most important countries, using outline given for the United States, omitting unimportant details.

Map drawing.

Emphasize comparisons and contrasts, and commercial and political relations with the United States.

Brief study of glaciers and icebergs.

Historical study, as directed for Grade IV.

Important current events. Literary selections.  
Books of travel and exploration.

#### GRADE VIII—A.

Study and illustrate the laws of Continental Re-

lief, showing relations and contrasts in the main characteristics of the several continents:—as, typical structure of every continent; position and direction of great mountain systems; maximum altitudes; coast lines; populous peninsulas; position and character of great plains, &c. Use sand-table.

Show relation of commerce and civilization to physical features described.

### I—ISLANDS—

A. Classified, *first* as to situation, as continental and oceanic; *second* as to formation (a) part of continental structure, (b) islands by erosion, (c) volcanic, (d) coral, (e) combined.

B. Discussed, as to nature of soil, products, animal life and inhabitants, the latter's position in commerce and civilization.

C. Study especially the West Indies, the Phillipines, the East Indies, and the great border islands of the several continents. Use maps constantly.

### GRADE VIII—B.

General review of the subject.

Review rapidly the political divisions, giving most time to the most important; e. g., United States, Brazil, England and its dependencies, Germany, France, China, Japan.

Distribution of languages.

Distribution of races.

Distribution of products.

Distribution of occupations.

Study the relation between commerce and the physical features of the country.

Study the most important cities of the world and the causes of their growth; e. g., New York, Chicago, San Francisco, New Orleans, Rio Janeiro, London, Paris, Berlin, Rome, Constantinople, Calcutta, Canton, Tokio, Melbourne.

## HISTORY.

In the teaching of history, the teacher should aim to develop a taste and a genuine love for historical reading, instead of memorizing numberless facts and innumerable dates. The study of Geography should be intimately associated with history and woven in the work of language.

In order to make the subject attractive, teachers should make free use of stories, anecdotes, biographical sketches, pictures and reference books. Outline maps of North America and of the United States should be constantly consulted. As far as practical, have the pupils make progressive maps. Sketches on the blackboard of camps, routes, battle-grounds, campaigns, cities, and their surroundings are of material assistance. Much importance should be attached to peace periods and the industrial progress of the country. In dealing with war periods, lay stress on causes and results. No study affords the teacher better opportunities for inculcating a spirit of patriotism and for impressing the duties of good citizenship.

Lessons on good conduct and government as outlined in the lowest grades should be given by

the teacher incidentally. The work is given in these grades with the hope that its use will lead boys and girls to a keener sense of personal responsibility for good government and for the proper treatment of their fellowmen. The events of European history which bear on our own history should be taught in a simple manner. With the purpose of making history real, attention should be paid to birthdays, anniversaries and current events. From time to time the events of local history should be considered; historical localities, buildings and monuments described.

Commencing with the fifth grade the subject should be taught topically. In the higher grades, the aim in American history should be to give a clear understanding of the development of our national life, socially, politically and territorially. In teaching the development of the United States certain great historical movements should be kept in view. From the discovery of America to the close of the French and Indian War, the great question is: What nationality and what language are to dominate in North America? All discoveries, explorations, settlements, and wars are more or less important as they bear on the decision of this question. After the English dominance is established, another question looms up: Is America to be a dependency of England or to cut loose from the Mother Country? The antecedents of the Revolutionary War and the War itself, should be studied with this question in view. Scarcely is this problem settled before another begins to demand attention: Are the independent colonies to be separate nations, a loose aggregation of states or one nation?

The history of the Articles of Confederation, the disputes on the adoption of the Constitution, the

position of the early political parties, the acquisition of territory, the slavery troubles and the Civil War should all be studied with this main question before the mind. The boy or girl who is brought to understand and feel these questions and has learned a sufficient number of facts and details, may be said to understand American history. Encourage the children to seek for information outside of text-books.

## PRIMARY DEPARTMENT.

### GRADE I—I. & B.

Teach poems and songs appropriate to the observance of Thanksgiving Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Fourth of July, as required by State law, and of other holidays.

In connection with reading and language lessons use historical stories from United States history and general history.

## CONDUCT AND GOVERNMENT.

Conduct and morals should be taught incidentally in connection with all school exercises. But this instruction is to be re-enforced by direct lessons on morals, manners and government. These lessons are to be based on the stories or fables read or told to children, or on concrete examples found in every day life, in anecdotes, biographies, and maxims.

## TOPICS FOR THE YEAR.

(a) Home life of the pupils. Birthdays.



(b) The School; location, name of the teacher, of the principal. The school-room, its number, care and use of furniture, books, etc.

(c) Stories told or read to inculcate a spirit of kindness to one another, to brothers and sisters, to animals; obedience to parents and teachers; respect due the aged; gentleness, honesty, truthfulness and usefulness.

(d) Constant training in polite and courteous forms of speech.

(e) A few historical dates should be made attractive through exercises designed to form pleasing and moral associations. Especially Thanksgiving Day, Christmas, Washington's Birthday and Memorial Day. Teach the name of Our Country.

#### BOOKS OF REFERENCE—

"How to Teach Manners," Mrs. Julia H. Dewey; Moral Lessons in "School Management," by E. E. White; "Kindergarten Stories and Morning Talks," Sarah E. Wiltse; "The Story Hour," by Kate Douglas Wiggin; The Thanksgiving Day (from Story Hour). These books may be obtained from the Free Public Library.

#### GRADE II—A. & B.

#### CONDUCT AND GOVERNMENT—

(a) Stories and talks on generosity, unselfishness, punctuality. What we owe the weak and helpless. Suggest the idea of government and its necessity in the community of the school by referring to school regulations, such as bells, recesses, etc.

Books to be read—"The way to Obey," "Rollo Books," "The Honest Speller," "Suppose," by Phoebe Carey.

(b) The name of the teacher; of the principal; of the school; of the Superintendent and the Commissioners.

(c) The letter-carrier and his work. Letter-boxes, uses, etc.

(d) History Stories: The Boy Columbus, The Pilgrims at Plymouth; The First Thanksgiving Day; Christmas Day; Washington's Birthday; Memorial Day; The Offering of Flowers; Fourth of July.

Books of Reference: "The Boy Columbus," "Our Fatherland," "Carver and Pratt"; "The Settlement of Plymouth," from "Stories of a Grandfather," by N. S. Dodge. "The First Thanksgiving Day," in Story Hour, K. D. Wiggin; Stories of George Washington from the "The Story Hour," Poems and Songs for Memorial Day and the Fourth of July. These books may be obtained from the Free Public Library. Have children learn: "I pledge my allegiance to the flag and the country for which it stands, one nation indivisible, with liberty and justice for all."

### GRADE III.

#### CONDUCT AND GOVERNMENT—

(a) Illustrate by story and by examples found within the experience of the pupils, courage, cowardice; the difference between cowardice and timidity; between true and false bravery; the bully and true manliness.

(b) Some of the duties and privileges of the class as a community discussed; (a) of the class

as part of the school (b) of the individual pupil as a member of the class.

(c) Duties of the Board of Education. Something of what they do, as provide schools, teachers, furniture, books, etc.

(d) The Fire Department; duties and responsibility of the firemen; their bravery, etc.

(e) The Police Department; duties, etc.

#### "A" CLASS—

(a) Discovery of America by Columbus, emphasizing boyhood and perseverance of manhood.

(b) The Indians; appearance, manners and customs.

(c) Short story of settlement of Virginia.

(d) The Pilgrims. Story of the First Thanksgiving Celebration. Teach poem or part of poem "The First Thanksgiving Day." See Rhymes and Chimes of Holiday Times.

(e) Christmas. Teach suitable sentiment or poem. Teacher read Dicken's "Christmas Carol" to Class.

#### "B" CLASS—

(a) Stories of Colonial Times. Story of Penn and the Quakers. The names of the thirteen original colonies. Associate Washington with Virginia.

(b) Stories of the Revolution. Boston Boys and British Soldiers; Union of Thirteen Colonies. Teach words of "The Red, White and Blue."

(c) The Declaration of Independence. Why we celebrate Fourth of July. Read "The Flower of Liberty," Holmes.

## BOOKS OF REFERENCE.

Stories of American History; and the Boston Tea Party, by N. S. Dodge.

## GRADE IV.—A. &amp; B. CLASSES.

(a) Stories and talks upon self-control and perseverance.

(b) The City Government; the Mayor and Common Council; their duties for the public good; as, see to paving of streets, keeping city clean, healthful, etc.

(c) County Government.

(d) Introduce in this grade a simple, elementary United States History, to be read by and to the pupils—the teacher impressing upon the young readers the following fundamental facts in their historical sequence.

Teach incidentally and in the most general way, fundamental facts of United States history, as follows: (1) that the early inhabitants of America were the Indians, briefly contrasting their mode of living with ours; (2) that the white people now living here came from Europe, and that Columbus was the first to come; (3) the resulting connection of the countries of this continent with Europe; (4) the separation of the United States from its European connection; (5) that George Washington was the chief agent in this separation; (6) that it took place July 4, 1776; (7) Memorial Day, and its significance. Let the map be freely used.

Read stories, and encourage pupils to read stories, about the facts and persons mentioned above.

## GRAMMAR DEPARTMENT.

## GRADE V—A.

The purpose is to give an outline of the history of our country by means of a series of biographical stories. To give definite aid to the teacher, the following list of topics is offered:—

Read or tell, and have pupils read, stories about

- (1) the Indians, (2) Columbus, (3) De Soto,
- (4) Hudson, (5) Raleigh, (6) John Smith, (7)
- the Dutch in New York and New Jersey,
- their settlements in this vicinity.

Teach very few dates.

Oral and written reproduction of stories read. It will be profitable at first to have pupils follow an outline. By conversation and questioning develop the outline from the story, or lead pupils to make it while hearing or reading the story. Do not allow the reproductions to become purely chronological narratives or lists of dates. Carefully avoid verbatim reproductions.

Encourage pupils to read books relating to historical subjects, and aid them in selecting reading matter. As occasion offers, introduce appropriate literary selections. Let the map be freely used.

## GRADE V—B.

Continue as in Grade V—A, using the following topics:

- (1) The Pilgrims, (2) William Penn and the Quakers, (3) Washington, (4) Benjamin Franklin,
- (5) the cotton gin, (6) the steamboat, (7) the first



railroad, (8) the telegraph, (9) the sewing machine, (10) Abraham Lincoln.

## GRADE VI—A.

### PRIMARY TEXT-BOOK TO BE USED.

Teach topically and biographically.

Suitable topics should be presented to the class in logical order. These may be presented in the form of stories (a) told by the teacher, or (b) read by the teacher, (or (c) read by the pupils as supplementary reading. Select comprehensive topics, and emphasize only salient features. Each lesson should be a whole, and yet the logical connection between the lessons should be maintained.

Have pupils make oral and written reproductions of the lessons. Avoid purely chronological narratives. Emphasize the conditions of life in the different periods and the characters of the leading men.

Encourage historical reading. Aid pupils in selecting reading matter. Introduce appropriate literary selections.

Use the map freely.

The following outline will indicate the character and scope of the grade work:

1. The mariner's compass.
2. Trade between Europe and India. Efforts to find easier methods of communication. Vasco de Gama.
3. Discovery of America—  
     The Northmen.  
     Columbus.  
     Origin of the name America.

#### 4. Exploration—Notice motives of explorers.

Spanish—Ponce de Leon, De Narvaez, De Soto.  
 English—The Cabots.  
 Dutch—Hudson.  
 French—Cartier, Champlain.

#### 5. Settlement and colonization.—In each case study the motive which inspired the settlement, and the character of the settlers.

English—Virginia, Massachusetts, Pennsylvania, Maryland, Georgia.  
 Dutch—New York, New Jersey.  
 French—Canada.  
 Study the conditions of living in the colonies, the difficulties of transportation and communication, education, and compare the prominent characteristics of the settlers in the different sections of the country.

#### 6. The struggle between the English and French for supremacy.

Acadia.  
 Washington.  
 Braddock's defeat.  
 Quebec, Montcalm, and Wolfe.  
 Results of the war.

#### 7. Revolutionary War.

Navigation Act.  
 Stamp Act.  
 Boston Massacre.  
 Concord, Lexington, Bunker Hill.  
 Washington.  
 Declaration of Independence.  
 Operations about New York.  
 Washington retreats across New Jersey. Noteworthy incidents.  
 Lafayette.  
 Saratoga.  
 Benjamin Franklin.  
 Valley Forge.  
 Benedict Arnold.  
 Yorktown.  
 Maintenance of soldiers during war. Robert Morris.

## GRADE VI—B.

Continue as directed for Grade VI—B.—See  
Grade VI—A.

## 1. Adoption of Constitution.

Prevailing conditions at close of Revolutionary War—discontent, jealousy, want of confidence, unstable currency, state of commerce, weakness of government under Articles of Confederation. Mode of living and customs of people. The Constitution. Washington elected president.

## 2. National development.

The presidents. Principal events.  
Territorial acquisitions. Formation of new States.  
Occupations and the effect of inventions—cotton gin, sewing machine.  
Discovery of coal.  
The growth of commerce.  
Transportation—steamboat, Erie Canal, locomotive, extension of railroads and canals, Atlantic steamships.  
Communication—the telegraph, extension of the postal system.  
Discovery of gold in California.  
Discovery of petroleum.  
Wars—of 1812 and Mexican.  
Slavery—Briefly sketch its history in this country.  
Contrast conditions, habits, and customs of people in 1860 with those in 1790.

## 3. Civil War.

Cause.  
Principal events.  
Lincoln.  
Grant.  
Results of war.

## 4. Extinction of slavery. Reconstruction.

## 5. Industrial development and activity.

Atlantic cable.  
Railroad extension. Development of the West.  
Improvement in transportation facilities.  
Telephone.  
Dynamo and electric light.  
Presidents and new States since the war.

## GRADE VII—A.

Study text-book to French and Indian War.

Teach topically, treating topics more fully than in previous grades. Avoid memoriter exercises. Emphasize causes, characters of leading men, motive of exploration or settlement, conditions of life, industries, commerce, and commercial relations, means of communication, political connection of colony with mother country and its effects, and facilities for education. Make comparisons. Oral and written reproduction. Teach few dates. Teach contemporaneous European history whenever necessary to a proper understanding of American history. Use the map freely. Have pupils draw historical maps. Literary selections.

1—The mariner's compass.

2—Trade between Europe and India. Efforts to find easier method of communication. Vasco de Gama.

3—The Original inhabitants of America.

(a) The mound-builders.

(b) The Indians; mode of living; in peace, in war; food; dress, characteristics.

4.—Discovery of America.

(a) The Northmen.

(b) Prevailing ideas of the shape of the Earth.

(c) Columbus; his belief regarding its shape and size; ef-

forts to fit out an expedition; difficulties; success.

### 5—Exploration.

- (a) Columbus. His voyage, etc. His return voyage. His reception. Effect of discovery on Europe.
- (b) Spanish. Ponce de Leon, Narvaez, De Soto.
- (c) English. The Cabots.
- (d) Dutch. Hudson.
- (e) French. Cartier, Champlain.

### 6—Settlement and Colonization. In each case study the motive which inspired the settlement and the character of the settlers.

- (a) English. Virginia, Massachusetts, Pennsylvania, New York, the Jerseys, Connecticut, Delaware, Maryland and the Carolinas, Georgia.

Virginia 1607. All men. The search for gold and west passage to India. Sharing everything in common. Not much done till women came. John Smith, Pocahontas. Tobacco, the export. Massachusetts, Pilgrims and Puritan Persecutions. Hardships. Settlers of Virginia sought gold; of Massachusetts freedom of thought. The first Winter.



No idlers. All workers.  
 Boston. Harvard College.  
 Thanksgiving. Read  
 "Thanksgiving Story."  
 "Courtship of Miles Standish."  
 "Landing of the Pilgrims." In the same manner discuss the other settlements.

- (b) The Dutch. New York and the Jerseys. First occupied by the Dutch. Ground of the English claim, etc. Read "Knickerbocker History of New York. Winfield's History of Hudson County.
- (c) French. Canada.

(Note:—Study the conditions of living in the colonies; the difficulties of transportation and communication; education, manners and customs; compare the prominent characteristics of the settlers in the different sections.)

#### GRADE VII—B.

Study the text-book from beginning of French and Indian War to adoption of the Constitution.

7—The Intercolonial Wars.

8—The struggle between the English and the French for supremacy.

- (a) Acadia. Read "Evangeline."
- (b) Washington.
- (c) Braddock's Defeat.
- (d) Quebec. Montcalm and Wolf.
- (e) Results of the War.

—— CLASS ——

1—Condition of the people just before the Revolution.

- (a) Social and industrial condition. Implements and inventions unknown. The Printing Press, Postal service. Labor (the apprentice, “indented” servant, the redemptioner, the slave.) The cities. Travel, Navigation. State of agriculture.
- (b) Government. The charter colonies—Connecticut, Massachusetts, Rhode Island. The proprietary colonies—Pennsylvania, Delaware and Maryland. The royal or provincial colonies — New Hampshire, New York, New Jersey, Virginia, North and South Carolina and Georgia.

2—The Revolutionary War.

- (a) Causes.
- (b) Breaking out of the war. Boston Massacre. Concord, Lexington and Bunker Hill. Read in Holmes’ Grandmother’s Story the following: Bunker Hill; Boston Tea Party; Lexington (Read Paul Revere’s Ride). The Continental Congress. British evacuate Boston.

3—Declaration of Independence. Some of the leaders. Independence Hall. Have pupils commit words of "Liberty Bell." "Burgoyne's Defeat at Saratoga." "One of the Fifteen Decisive Battles of the World." "Stars and Stripes" used for the first time. Have pupils commit words of "America." France promises to give aid. Franklin, Lafayette, Hancock, Morris. Principal battles, particularly those that occurred in New Jersey.

4—Results of the War.

5—Growth of the Nation.

#### GRADE VIII—A.

Study text-book from adoption of Constitution to Civil War.

1—Review struggle for independence.

2—The struggle for a government.

(a) The social conditions.

(b) The financial conditions.

(c) The political conditions.

3—The Articles of Confederation.

(a) Government under Articles of Confederation.

(b) Defects of the Articles of Confederation and the results of the defects.

(c) Constitution Convention called.

4—Making the Constitution.

(a) The convention.

- (b) Proceedings; the compromises.
- (c) Ratification by States.
- (d) Transfer of the government from the Articles of Confederation to the Constitution.  
(Have pupils commit Preamble to the Constitution.)
- 5—The rise of political parties.
- 6—The struggle for neutrality.
- 7—The struggle for our sailors' rights.
- 8—The war for commercial independence.  
The Mexican War.
- 9—The industrial development of our country.
- 10—Civil Government.
  - 1—National.
    - (a) Who makes the laws?
    - (b) Who executes the laws?
    - (c) Who pass upon the operation or validity of laws?

#### GRADE VIII—B.

#### “A” CLASS—

- 1—General view. Complete study of textbook.
- 2—The growth of our country as promoted by statesmanship, literature, inventions, manufacturers and commerce. Pay special attention to growth of American literature, literary men and their works. There should be occa-

sional discussion of such topics of contemporary history as arrest the attention of thoughtful people.

### 3—Civil Government.

#### 1—National.

- (a) The most important features of the Articles of Confederation.
- (b) Formation of Constitution.
- (c) Study the Constitution. It is not necessary nor desirable that pupils should memorize it. They should become familiar with its most important provisions. Emphasize the separation of the executive, the legislative and the judicial departments. Study the amendments, their purpose, and when added. Have pupils learn the names and duties of the most prominent officials. Encourage them to notice current events and the acts of officials for the purpose of becoming familiar with the practical operation of the Constitution.

#### 2—State.

- (a) Departments, principal officials and their duties.



(b) Compare with National Government.

(c) Encourage pupils to read State Constitution.

### 3—City.

(a) Departments, principal officials and their duties.

### 4—Taxation.

(a) National.

(b) State.

(c) Local.

### 5—Compare our government with the government of other countries.

## PHYSIOLOGY AND HYGIENE.

Teachers should see that their rooms are kept at a proper temperature, and at least once each session thoroughly ventilated by opening doors and windows. If the pupils are present while the rooms are being ventilated, they should engage in marching or calisthenics. No child should be allowed to remain in damp clothing or with wet feet.

The work outlined for primary grades should be reviewed in each grammar grade, and constant attention given to the effects of stimulants and narcotics on the human system.

The following outline, taken from Miss Bucklew's "Practical Work in the School Room," is recommended as an aid in teaching temperance:

SOME OF THE HARM DONE BY ALCOHOL.  
TO THE

---

HEART.	BLOOD VESSELS.	LUNGS.
Over works it.	Hurries the blood through them	Makes them work too fast.
Makes it tired.	Stretches the small arteries and makes them unfit to work	Heats and inflames them.
Loads it with fat.	Poisons the blood in the hair-like blood-vessels (capillaries.)	Hardens the walls of their air-cells.
Softens and destroys it.		Keeps in the poisonous gas.
		Keeps out the good gas (oxygen).
		Weakens them and makes them diseased.

TO THE

---

NERVES.	BRAIN.
Takes away their moisture and paralyzes them.	Fills or congests the blood-vessels with impure blood.
Takes away their power to control the muscles.	Collects in it and paralyzes it.
Makes them unfit to carry messages to and from the brain.	Hardens the albumen.
	So hurts it as to cause insanity and death.

ALCOHOLIC LIQUORS HURT

The body,  
The mind, and  
The soul;

AND MAKE PEOPLE

---

WASTE	LOSE	UNFIT TO	UNFIT TO SERVE
Money,	Strength,	Think or	Themselves,
Talents, and	Health, and	Work.	Their neighbor, or
Time.	Good name.		God.

## SOME OF THE HARM DONE BY TOBACCO

## TO THE BODY.

Poisons the saliva.  
 Injures the sense of smell, taste,  
 sight, and hearing.  
 Causes the "smoker's sore  
 throat."  
 Injures the stomach, causing dys-  
 pepsia, etc.  
 Often takes away the appetite for  
 wholesome food.  
 Irritates the air cells of the lungs.  
 Causes palpitation of the heart.  
 Weakens the muscles.  
 Causes trembling.  
 Injures the eyes.  
 Excites, then stupefies and para-  
 lyzes the brain and the nerves.

## TO THE MIND, ETC.

Makes the memory poor.  
 Lessens the power to think.  
 Weakens the will.  
 Makes people grow in sel-  
 fishness and impoliteness.  
 Makes people waste time  
 and money.  
 Often leads to drunkenness  
 and bad company.  
 Sometimes causes insanity.

## PRIMARY DEPARTMENT.

## GRADE I—A.

Parts of the body: head, trunk, limbs; parts of these.

## GRADE I—B.

Use and movements of parts of the body; their care and protection.

## GRADE II—A.

The special senses of seeing and hearing—what they are; how used; care and protection.

## GRADE II—B.

Special senses of feeling, smelling, tasting. Lessons on the body as a machine for motion.

## GRADE III—A.

Why we eat; how we breathe; offices of the blood.

## GRADE III—B.

How we breathe; why we need pure air; use of skin and nerves.

## GRADE IV—A.

Care of body: food, drinks, pure air, cleanliness.

## GRADE IV—B.

Review of the whole subject. Special attention to home and school surroundings; to work, study, play, rest, and sleep.

## GRADE V—A.

The skin, nails, hair; their structure, use, and care.

## GRADE V—B.

The muscles as a motor apparatus; exercise; its conditions, limits, and amount.

## GRADE VI—A.

The bones as a framework and protection; joints, ligaments.

## GRADE VI—B.

Digestive apparatus. Digestion and absorption. Food, the quality and quantity. Growth and renewal of parts of the body. The digestive organs of man and other animals compared.

## GRADE VII—A.

Growth and renewal of the parts of the body. Organs of circulation and of respiration. The

vocal apparatus. Man and other animals compared as to modes of breathing, and amount of animal heat generated.

#### GRADE VII—B.

The nervous system as a directive power; the organs.

#### GRADE VIII—A.

Special senses: care and protection.

#### GRADE VIII—B.

Review of the whole subject, with special reference to the effects of narcotics and stimulants on the human system.

#### PENMANSHIP.

The medial or semi-slant system is to be used in all the grades of the schools: Much attention is to be given to all writing. Children's writing should be judged, not by what they write in the writing books, but by their ordinary written papers; hence, teachers in all grades are expected to give especial care to the penmanship of all written work and to use the writing books as a means to this end. Reading and writing should go hand in hand, pupils copying from the board the sentences they have read.

No careless or hasty work should be allowed. The position of the body, feet, arms, fingers, slate, practice paper and copy books, should receive the constant attention of the teacher.

As soon as the forms of the letters are fixed in the minds of the pupils appropriate movement



exercises should be regularly given for the purpose of cultivating freedom of movement.

All subjects furnish good opportunities for the use of pen and pencil. These exercises should be written with care until a good, fair hand is acquired.

It often happens that the writing deteriorates, as the amount of written work required in other branches increases. The teacher should give special attention to the writing when this is first noticed.

Legibility, rapidity and uniformity are the ends to be sought.

In the eighth and ninth grades, the work should consist largely of business forms, bills, orders, notes, checks, receipts, telegrams, advertisements, etc., etc.

DURING THE WRITING EXERCISES, NOTHING ELSE SHOULD ENGAGE THE ATTENTION OF THE TEACHER OR OF ANY PUPIL.

### SPELLING.

Spelling should be learned principally through reading and writing. The eye should be trained to see the word exactly as it is. As spelling, in English, is largely dependent upon the memory, first impressions are of the utmost importance. Incorrect spelling may be said to be due chiefly to careless observation. The pupils should, therefore, be taught to inspect carefully each word whose spelling is to be learned, when they first meet it. No misspelled word should be allowed to remain in sight of the pupil.

The reading lessons and written exercises in language and other lessons furnish material for spelling exercises. Words in common use should receive most attention.

All words used by the pupil in written exercises should be spelled correctly. The teacher should note all mistakes and give frequent drill on words misspelled. Whenever possible, use phonic exercises to aid correct spelling.

The words used in the spelling lesson should be selected from the reading and other lessons, and in primary grades should be given mainly in dictated sentences. In the upper primary and in grammar grades, occasional oral spelling is advantageous. In Grades IV—A and IV—B of the Primary Department and in the Grammar Department, the teacher should make a list of difficult words and give frequent practice in spelling them, both in writing and orally.

## PRIMARY DEPARTMENT.

### GRADES I—A and I—B.

In connection with Reading and Language.

### GRADES II—A, II—B, III—A, III—B.

Note carefully the spelling of words used in written exercises.

Copying sentences from the board.

Dictation of words in sentences.

Oral spelling. Use lists required in language work.

In the Third Grade introduce a suitable speller.

#### GRADES IV—A and IV—B.

Use speller adapted to grade.

Note carefully the spelling of words used in written exercises.

Select words from reading and other lessons and dictate them in sentences.

Make lists of words difficult to spell and give frequent practice in writing them and spelling them orally.

#### GRAMMAR DEPARTMENT.

Note carefully the spelling of words used in written exercises.

Give exercises in spelling words selected from all lessons or use spelling book, supplemented by words selected from other studies.

Make list of words difficult to spell, and give frequent practice in writing them and spelling them orally.

#### NATURE STUDY.

Nature study furnishes a most valuable means of training the child to observe carefully and describe exactly; of developing the power to see, to think about what is seen and to draw correct conclusions.

In all the work in nature study, the aim should be to foster the child's love for out-of-door life, to lead him to see the wonders and beauties in Nature, and to arouse an abiding interest in and rev-

erence for all God's creations. It may thus be made a means also of cultivating the child's higher nature and of awakening and training the feelings which constitute the basis of moral character. Facts will be collected, names will be learned incidentally, as a convenience in expressing the phenomena observed, but the mind will be occupied with the life and purpose of the plant or animal observed and the adaptation of the parts to the work to be performed.

The material to be used in the study of plants and animals should vary with the season rather than with the grade of the class, the same material being adapted to the different ideas to be impressed from year to year. It should be used also as the material for drawing lessons that the result may show whether the pupils have really seen what it was desired that they should see, and that opportunity may be afforded for applying principles learned in other drawing lessons.

Literary gems, simple ones to be read or learned by the pupils, more difficult ones to be read to the class by the teacher, can be associated with the nature work at every step.

Oral teaching far more than work with a textbook, requires careful preparation on the part of the teacher, both as to material and plan, and skill in guiding the pupils' thought and observation during the lesson period. The new ideas should be based upon, and connected with the pupils' own experiences, and while clearness and accuracy of expression are to be sought for, they should be preceded by clearness of thought.

#### GRADE I—A and B.

Recognize and name common domestic animals.

Conversation about the cat, dog, horse.

Study parts of body; food.

Emphasize kindness to animals.

Read and tell stories about animals.

Plants: Flowering plants; fruits and vegetables.

Simple oral description.

Conversation about the apple, pear, peach.

Plant as a whole—where it grows; the help given by sun, air, rain and soil.

Teach name of different parts: root, stem, leaf, flower.

Read selection referring to plants.

## GRADE II—A and B.

Animals: domestic animals.

Study cat, dog, horse, cow, sheep.

Notice habits and food.

Study briefly characteristic features as size, color, head, eyes, covering, feet.

Study their use to man.

Emphasize the kind treatment they should receive.

Read and tell stories about animals.

Plant study: leaves, general shape. Note color and veins.

Study apple, pear, peach. Have pupils describe them from specimens mentioning size, color, parts.

Study plant as a whole: root, stem, leaf, flower, fruit.

Study the use of root, stem, and leaf to the plant.

Flowers: simple description and comparison.



Show growth of plants depends upon sun, air, moisture, and soil.

Read selections referring to plants.

### GRADE III—A.

Study birds. Notice habits, parts and their adaptation to habits.

Study habits of moving, feeding, nesting, and caring for young.

Study prominent characteristics. Read and tell stories about birds.

Leaves: make simple classification of them as to shape, veining, etc.

Fall flowers: simple comparison.

Preparation of plants for winter. Distribution of seed.

Fruits. Common nuts and grain.

Parts of plants used for food.

Read selections referring to plants.

### GRADE III—B.

Continue study of birds. Briefly compare birds of different kinds.

Group according to habits. Migration. Read and tell stories about birds.

Observation of twigs and buds. Notice position and arrangement; their covering and manner in which the leaves are folded. Notice unfolding of leaves.

Germination. Bean, pea and corn compared.

Place bean, pea and corn in wet cotton. Have children observe the stages of germination.

Early spring flowers. Read selections referring to plants.

#### GRADE IV--A.

Study fishes. Habits and food. Study prominent characteristics and compare them with those of animals previously studied.

Study adaptation of parts to use. Read and tell stories about animals.

Teach trees, herbs, shrubs. Study parts of trees and their relations and uses to each other.

Teach pupils to recognize common trees of vicinity. The uses of trees to man. Continue the study of parts of plant used for food.

Read selections referring to trees.

#### GRADE IV—B.

Briefly study insects, naming principal parts as head, thorax, abdomen, eyes, antennae, legs, wings.

Adaptation of parts to use. Habits and food.

Read and tell stories about animals.

Study growing plants. The position, arrangement and unfolding of leaf buds.

Flower buds and development. Study the uses of the parts of the plant (to the plant) and their relation to each other.

Direct attention to the cycle of plant growth from seed to seed.

Read selections referring to plants.

## DRAWING.

### GRADE 5—A.

#### PICTORIAL—

Exercises in using the pencil. Drawing lines and plane figures. Compare and analyze the character of the type-solids, cube, sphere, cylinder and objects based on the type solids.

Draw type solids in simple positions.

#### AESTHETIC—

Folding and cutting of colored papers. Arrange the forms in simple repetition for borders. Draw the forms of the units used for the design. Distinguish the three primary colors.

#### MECHANICAL—

Teach the use of rulers. Point off the distance of an inch, two inches, etc.

Develop the surface of a cube.

### GRADE 5—B.

#### PICTORIAL—

Analyze the character of the hemi-sphere and compare with solids used in the previous grade. Arrange the type solids in groups for construction. Draw objects based on the type solids. Free movement exercises in drawing plane fig-

ures. Compare the forms with objects of nature.

### AESTHETIC—

Folding and cutting colored papers. Arrange in borders and rosettes involving alternate and radiate repetition. Draw the form of the units used for the design. Distinguish the three secondary colors.

### MECHANICAL—

Draw lines of various lengths and point off divisions of 1-2 inch, 1-4 inch. Develop the surface of a square plinth.

## GRADE 6—A.

### PICTORIAL—

Compare and analyze the type solids, square, right angled and equilateral triangular prisms; compare to solids used in previous grades. Draw groups of the type solids and objects based on the types.

Draw the forms of leaves from nature.

### AESTHETIC—

Historic ornaments. Egyptian order. Distinguish the six standard colors ;the tertiaries. Apply to ornaments and compare to colors in nature.

### MECHANICAL—

Working drawings of type solids. Divide given

lines into 1-8 inch, 1-16 inch. Pattern of a triangular prism.

### GRADE 6—B.

#### PICTORIAL—

Analyze the forms of the ovoid and ellipsoid. Compare with other type solids. Draw from groups and objects based on these forms. Draw flowers from nature.

#### AESTHETIC—

Historic ornament. Egyptian order. Arrange designs, involving alternate and radiate repetition, using artificial units.

Teach the colors of the spectrum. Apply color ornamentally. Hues.

#### MECHANICAL—

Pattern of a square pyramid. Working drawing of a hollow cylinder. Six geometric constructions. Apply practically.

### GRADE 7—A.

#### PICTORIAL—

Review construction of type solids used in previous grades, arrange in groups. Draw ornamental and natural objects based on these type solids.

#### AESTHETIC—

Historic ornament. Greek order. Arrange



surface designs. Conventionalize leaves and flowers and arrange for decoration. Apply color for decoration. Use tints and shades.

#### MECHANICAL—

Working drawing of bench-joints. Pattern of a cone, hexagonal prism. Six geometric constructions. Apply ornamentally.

#### GRADE 7—B.

##### PICTORIAL—

Add vase and hexagonal prism to grouping of solids. Draw and shade various groups of objects.

##### AESTHETIC—

Copy sketches of landscapes and figures. Historic ornament. Roman order. Conventionalize leaves and flowers and apply to surface designs. Apply standard colors ornamentally.

#### MECHANICAL—

Working drawing, projection, section, and picture of a spool or bell. Six geometric constructions. Apply to ornamental drawing.

#### GRADE 8—A.

##### PICTORIAL—

Drawing and shading groups of type solids, introducing fustum of a cone-egg cup. Drawing and shading ornamental and natural forms.

##### ESTHETIC—

Historic ornament. Gothic order. Drawing

of bilateral symmetry. Compare complementary colors. Copy from landscapes and figures.

### MECHANICAL—

Working drawings projection, section and picture of a chimney and various objects drawn on scale. Six geometric constructions. Apply practically.

### GRADE 8—B.

### PICTORIAL—

Shade in masses, groups based on cylindrical and rectangular type solids.

### AESTHETIC—

Historic ornament—Moorish. Arrange artificial units for original design. Apply harmony of color.

### MECHANICAL—

Working drawing of a house drawn to a scale. Develop the surface of the roof. Draw section of various objects. Six geometric constructions. Apply ornamentally.

### GERMAN.

### GRADE 6—B.

Practice on letters whose sounds differ from the sounds of corresponding letters in English.

Reading from Primer.

Colloquial exercises based on the human body, school, family.

Easy examples in arithmetic for practice in numerals.

Names of the months, days, seasons of the year.

Writing in German script.

Simple dictation of short sentences.

Three simple selections.

#### GRADE 7—A.

First Reader.

Conversation based on reading lesson.

Grammar: gender of nouns; definite and indefinite articles; pronouns; present tense of "sein" and "haben," and other verbs in common use; comparison of adjectives.

Writing.

Dictation.

Three short selections.

#### GRADE 7—B.

Reading from second reader.

Explanation of subject matter and translation of reading lesson.

Grammar: Nominative and accusative; singular and plural of nouns; regular verbs, past and future tense; comparison of adjectives.

Writing dictation translations and grammatical exercises.

Colloquial exercises: Topics relating to dwelling, food, clothing.

Three selections.

#### GRADE 8—A.

Reading from Second Reader.

Writing; dictation continued; translation and grammatical exercises.

Grammar: Genitive and dative; singular and plural of nouns; preposition governing dative and accusative.

Review and continuation of grammatical course to be based on matter in reading lessons.

Colloquial: Topics of the day.

### MORALS AND MANNERS.

The best interests of society demand moral training as well as intellectual and physical. School life and instruction should develop high character and good citizenship, and whatever assists in this work should have a prominent place in the school curriculum.

The example of the teacher and his unconscious influence are potent but not sufficient factors in moral training. Pupils must know the right that they may be led to feel its claims and will to do it. The teacher can well afford to give time and effort to enforcing those truths that tend to develop true manhood and womanhood.

Morals and manners may be taught as occasion offers, if the teacher be sure to use the occasion with profit when it does occur. The lesson may consist of a short but impressive talk, with illustrations drawn from the school-room and playgrounds, from the relations of pupils to one another, or to their parents and teachers. The teacher should, however, not always wait for the occasion to arise. Short lessons inculcating proper behavior may be given as part of the opening exercises, or at stated times. These lessons should be

given in the form of incidents read or told by the teacher. Incidents which illustrate proper behavior should be preferred.

Pupils should be taught to be polite under all circumstances at school, at home, and in all public places; to be obedient to those in authority; law abiding citizens; to be true in look, in word, in deed; to be pure in thought, in speech, in act; to be temperate in all things; to be manly, unselfish, kind, generous, respectful; and to be industrious, self-reliant, economical, orderly.

Advantage should be taken of the lessons in history and of all school celebrations to inculcate patriotism. Patriotic songs should be taught.

In connection with language and reading, the demoralizing effects of bad literature should be specially guarded against. If the good, the true and the beautiful are made attractive to children, there will be few faults and bad habits to be corrected.

## DISCIPLINE AND GOVERNMENT.

If by example and precept pupils are effectively taught good morals and manners, the question of discipline will in a large measure solve itself. Next to the home the school should be to the children the pleasantest place in the world. There should be no fretting, scolding nor threatening by the teacher. "As is the teacher, so is the school." In regard to corporal punishment, the State law reads: "No teacher shall be permitted to inflict corporal punishment upon any child in any school in this State," and the State Superintendent rules that this applies to Principals as well as assistant teachers.



## PHYSICAL CULTURE.

In the primary department there should be a recess of fifteen minutes near the middle of the morning session, during which the pupils should be allowed to exercise freely in the yards and courts.

In the primary department in the afternoon and in the grammar department in both forenoon and afternoon there should be a recess of five minutes, during which systematic exercises adapted to the physical development of the pupils should be held. During all recesses, the rooms should be ventilated.

## MANUAL TRAINING.

The course of instruction in Manual Training in the Public Schools shall comprise the following branches:

Carpentry, Wood Carving and Clay Modeling for Boys.

Sewing and Domestic Economy for Girls.

The schools shall receive instruction in the following order:

School No. 1, Tuesday.

School No. 2, Monday.

School No. 8, Wednesday.

School No. 6, Thursday.

School No. 4, Friday.

## COOKING.

1—Definition.

2—Purposes.

3—Processes.



## DEFINITION—

STEWING.	Materials	<ul style="list-style-type: none"> <li>meats</li> <li>vegetables</li> <li>fruits</li> </ul>
	Kinds	<ul style="list-style-type: none"> <li>haricot</li> <li>ragout</li> <li>salmi</li> <li>fricasse</li> <li>pot-pie</li> <li>braising</li> </ul>

## DEFINITION—

BROILING.	Materials	<ul style="list-style-type: none"> <li>steaks               <ul style="list-style-type: none"> <li>sirloin</li> <li>tenderloin</li> <li>porter-house</li> <li>flank round</li> </ul> </li> <li>chops</li> <li>fish</li> <li>oysters</li> <li>clams</li> <li>bread</li> </ul>
	Utensils	<ul style="list-style-type: none"> <li>gridiron</li> <li>broiler</li> <li>spit</li> <li>toaster</li> </ul>

## DEFINITION—

BAKING—Materials	bread raised by yeast	
	bread raised by baking pow-	
	ders with chemistry tests	
	meat	<ul style="list-style-type: none"> <li>beef, mutton</li> <li>pork, fish, poultry</li> </ul>
	cake (loaf, small)	
	pies	
	puddings	
	vegetables	

## DEFINITION—

FRYING.	{	Materials	{	fish	{	thick thin
				oysters		
				poultry		
				batters		
				cakes		
	{	Utensils (kettle pan)				

PRESERVING--Kinds	{	by sugar (fruits)
		by vinegar (fruits, vegetables)
		by salt, smoke, ice (meats)

Marketing for divisions or cuts of meats.

LAYING OF TABLE	{	Breakfast	{	Menues for same
		Lunch		
		Dinner		

## SEWING.

## FIFTH GRADE.

## 1—DRILLS.

Threading needles, use of thimbles and scissors, position of hands, etc.

Stitches to be taught are Running, Stitching, Overhanding.

Two Runs and a Backstitch.

Felling and French seam.

First Practice the stitches on unbleached muslin. Model for each stitch. Applied stitches: Bags, doll sheets and pillow cases.

## SIXTH GRADE.

Review of previous year's work.

Gussets, Flaps and Flies, Gathering and Strok-

ing, Tucking, Buttonholes, Applied Stitches: Doll's clothing.

### SEVENTH GRADE.

Review of stitches. Lessons in cutting. Patching on cotton, Darning on stockings and cashmere, Whipped Hem, Slip Stitching, Herringbone, Featherstitching, Drawn Work, Embroidery on linen and flannel.

Applied work—Making aprons, handkerchiefs, skirts, etc.

### JOINERY.

#### GRADE VIII—A.

- 1—Chisel practice.
- 2—Planing, sharpening and setting tool.
- 3—Making an edge square and true.
- 4—Making to a required size.
- 5—Making blocks octagon, round and tapering.
- 6—Making Lap Joints, the end dovetailed mitre and cross laps.
- 7—Making Mortise Joints, the slip through blind and relished mortise.

### DRAWING.

#### GRADE—8A.

- 1—Geometrical figures (three sheets, six problems each) and simple working drawings for bench work.

### JOINERY.

#### GRADE 8—A.

- 1—Keyed Mortise. Brace Joint, Dovetailed box, Parquetry, etc.



## TURNING.

1—Cylinders, shoulder cutting, beading and moulding. Face plate work, rosettes, corner blocks, cups, bowls, rings and simple patterns.

## DRAWING.

## GRADE 8—A.

Geometrical figures and working drawings for Turning and bench work.

## MANUAL TRAINING.

## WOOD CARVING.

## SIXTH GRADE.

1—Use of chisels and gouges; how to sharpen and whet them.

2—Outlining simple Greek borders and rosettes in low relief.

3—Use of veiners, incising patterns.

4—Simple exercises in concave modeling.

5—Convex modeling, simple patterns.

## SEVENTH GRADE.

1—Exercises in convex modeling, gradually increasing in difficulty.

2—Concave and convex modeling applied to useful and ornamental articles, such as blotters, frames, book covers, plant stands and tabourets.

## DRAWING.

## GRADES—7 &amp; 8—A.

## 1—Historic ornament.

- (a) Fleur-de-lis.
- (b) Lotus border.
- (c) Greek Anthemion.
- (d) Greek borders and rosettes.
- (e) Simple flowers and leaf forms.

Review, sphere, cylinder and tube. (Blackboard work.) Make patterns of cube and cylinder, and cut them out. Make working drawing of all three models.

## GROUP DRAWING.

Draw a group composed of a tumbler, ball and ink-stand.

Review hemisphere and square prism. (Blackboard work.)

## GROUP DRAWING.

Objects based on square prism and hemisphere.

## MODELING.

## FIFTH GRADE.

1—Model the geometric solids in the round, beginning with the sphere; then the cube, cylinder, square prism, triangular prisms, ellipsoid, ovoid, pyramid, cone, etc.

2—Study objects resembling type forms, both natural and manufactured objects.

3—Model geometric forms in relief.

4—Model leaf and flower forms—natural and conventional, in relief.

5—Model from Nature and plaster casts.

6—Model examples of historic ornament.

## DRAWING.

### FIFTH GRADE.

1—Construction drawings; freehand. Pattern making and working drawings of cone, square pyramid, turned; square plinth, turned; tumbler, cylinder, square prism, etc.

2—Representation. Circular objects, angular objects turned, plant life.

3—Decoration. Historic ornament; original designs to fill geometric forms, as square, triangle, pentagon, hexagon and octagon. Exercises in paper folding and cutting and pasting.

## Books for Use of Teachers and Pupils.

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The following lists of books, that have been selected with great care, will prove of very great advantage to both teacher and pupil in the preparation of work in Geography, History, Nature Work and Literature.

All of the books may be obtained from the **FREE PUBLIC LIBRARY**. When applying for a book it is not necessary to give the title and name of the author, but use the library number instead. The Reference Department of the Free Public Library is replete with works of valuable information.

The Trustees of the Free Public Library have furnished and set apart a large, well equipped reference room for the exclusive use of the teachers and pupils of the Public Schools.

In return for this great privilege, it is to be hoped that the teachers will show their appreciation by urging and encouraging their pupils to liberally patronize this department.

One of the most important duties devolving upon the schools is to encourage among the children the habit of reading good wholesome literature.

An attendant will be in charge of this room who will be pleased to assist teachers in every effort made to help the children in this important matter of reading.

EDUCATIONAL BOOKS FOR TEACHERS  
AND PUPILS OF THE HIGH AND  
TRAINING SCHOOLS.

- Arnold—Waymarks for Teachers.....371 Ar6  
 Baldwin—School Management and School  
     Methods .....379 B19  
 Bolton—Secondary School System in Ger-  
     many .....373.43 B63  
 Bourne—Teaching of History and Civics...  
     .....371.3 B66  
 Butler—Meaning of Education.....370.4 B97  
 Craig—Common School Question Book.....  
     .....370.9 D291  
 Davidson—History of Education.....370.9 D291  
 DeGarmo—Essentials of Method.....371 D361  
 Dewey—My Pedagogic Creed.....370.4 D51  
 Dexter—Psychology in the School Room.371 D52  
 Greenwood—Principles of Education Prac-  
     tically Applied.....371 G85  
 Hindsdale—How to Study and Teach His-  
     tory .....371.3 H59  
 Hughes—Froebel's Educational Laws for all  
     Teachers .....371.4 F92  
 Jackman—Nature Study.....371.3 J12  
 Landon—Teaching and Class Management  
     .....371 Y23  
 Klemm—European Schools.....370.9 K67  
 McMurray—Elements of General Method  
     .....371 M2211  
     —Method of Education.....371 M22  
 Parker—Talk to Teachers.....370.4 P22  
 Pollard—Synthetic Method.....371.3 P76  
 Randall—First Principles of Popular Educa-  
     tion .....370 R15  
 Search—Ideal School.....379 Se1



Seeley—History of Education.....	370.9	Se3
White—School Management.....	371	W581
Williams—History of Modern Education .....	370.9	W67

## KINDERGARTEN WORK.

Andrews—Stories Mother Nature Told Her Children .....	372	An2
Blow—Symbolic Education.....	372.2	B62
Calkins—Primary Object Lessons.....	372.2	C42
Compayre—Intellectual and Moral Develop- ment of Children.....	372.2	C73
Froebel—Education by Development	372.2	F9211
Froebel—Mottoes and Commentaries—	372.2	F92
Froebel—Pedagogics of the Kindergarten .....	372.2	F921
Froebel—Songs and Music of Mother Play .....	372.2	F9211
Gaynor—Songs of the Child World....	372.2	G95
Harrison—In Story-Land.....	372.2	H24
Harrison—Study of Child Nature.....	372	H24
Kraus-Boelte—Kindergarten Guide.....	372	K86
Mann and Peabody—Moral Culture of In- fancy and Kindergarten Guide....	372.2	P31
Montaigne—Education of Children....	372	M76
Peabody—Lectures in the Training Schools for Kindergartens.....	372.2	P31
Perez—First Three Years of Childhood.	372.2	P41
Pestalozzie—How Gertrude Teaches Her Children .....	371.4	P431
Leonard and Gertrude...	371.4	P43
Poulsson—Child Stories and Rhymes.	372.2	P861
Finger Plays.....	372.2	P8613
Poulsson—In the Child World.....	372.2	P96
Nursery Stories and Rhymes .....	372.2	P8612

Through the Farm-Yard Gate	372.2	P8611
Walker and Jenks—Songs and Games for Little Ones	372.2	W15
Welsh—Object Lessons Prepared for Teach- ers	372.2	W71
Weltse—Kindergarten Stories and Morning Talks	372.2	W71
Wiggins—Froebel's Gifts	372.2	W632
Wiggins—Froebel's Occupations	372.2	W63
Wiggins—Kindergarten Principles and Prac- tice	372.2	W631
Yendes—Mistakes in Teaching	371	Ye3

#### PHYSICAL CULTURE AND HYGIENE.

Bingham—Book of Athletics	796	B51
Blackie—On Self Culture	374	B56
Blaikie—How to Get Strong and How to Stay So	613	B57
Blaikie—Sound Bodies for Boys and Girls	613	C41
Call—Power Through Repose	613	C13
Checkley—Physical Training	613	C41
Checkley—Natural Method of Physical Train- ing	613	C41
Clarke—Building of a Brain	613	C55
Guernsey and Davies—Health at Home	613	G93
Hill—Athletics and Outdoor Sports for Women	796	H55
Hutchison—Treatise on Physiology and Hy- giene	612	H97
Jenness—Comprehensive System of Physi- cal Culture	371.73	J42
Mann—School Recreation and School Amuse- ments	790	M31

McCarthy—Health, Happiness and Longevity .....	613	M12
McGovern and Others—How to box, build muscle, breath, stand, walk, or run, and punch the bag .....	612	M17
Morris—Physical Education in the Public Schools .....	371.7	M83
Posse—Swedish System of Educational Gymnastics .....	371.83	P84
Rasmussen—Physical Culture for Public Schools .....	371.73	R18
Rosenthal—Muscles and nerves.....	612	R72
Smith—Primer of Physiology and Hygiene .....	613	Sm5
Travis—Practical Golf.....	796	T69
Wadsworth—How to get Muscular.....	613	W12

#### NATURE STUDY AND GENERAL READING.

Abbott—Freedom of the Field.....	500	Ab22
Abbott—Birds About Us.....	598.2	Ab2
Abbott—Birdland Echoes .....	598.2	Ab21
Abbott—Notes of the Night.....	500	Ab2
Abbott—Travels in a Tree.....	500	Ab21
Abbott—Freedom of the Field.....	500	Ab22
Allen—Flowers and Their Pedigrees....	580	Ab5
Angot—Aurora Borealis .....	523.5	An5
Bailey—Handbook of Birds of the Western U. S. ....	598.2	B15
Ball—Cause of an Ice Age.....	551.7	B21
Ball—In the High Heavens.....	520	B21
Bayliss—In Brook and Bayon.....	590	B34
Bayne—Pith of Astronomy.....	520	B34
Blanchan—How to Attract the Birds..	592.2	B591
Nature's Garden.....	580	B59
Belton—Our Devoted Friend, the dog...	636	B63
Bond—Child's Natural History.....	J590	B64

Britten—Illustrated Flora .....	580	B77
Buechner—Force and Matter.....	530	B35
Burroughs—Works .....	See Catalogue	
Butterworth—In the Days of Auduban.....	598.2	B97
Chapman—Birds of North Eastern America .....	598.2	C36
Clodd—Primer of Evolution.....	575	C62
Cunn—Story of Germ Life.....	576	C76
Creevey—Flowers of Field, Hill and Swamp .....	580	C86
Dana—How to Know the Wild Flowers.....	580	D19
Dana—Plants and their Children.....	580	D191
Dana—Text Book of Mineralogy.....	549	D19
Dawson—Story of the Earth.....	551.7	D32
Donnelly—Atlantis .....	572	D71
Edgar—Story of a Grain of Wheat.....	633	Ed3
Emerson—Nature Essay .....	914	Em3114
Figuier—World Before the Deluge.....	566	F46
Flagg—A Year Among the Trees.....	814	F591
Flagg—A Year With the Birds.....	914	F59
Fraser—Mooswa and others.....	799	F871
Galton—Hereditary Genius .....	575	G13
Gibson—Eye-Spy .....	500	G35
Gibson—Sharp Eyes .....	500	G351
Going—With the Trees.....	582	G56
Goodrich—Inquisitive Pack's First Lesson in Natural History .....	J590	G62
Grant—Our Common Birds and How to Know Them .....	598.2	G76
Gray—Manual of Botany.....	580	G79
Gray—Manual of Botany.....	580	G791
Greely—American Weather .....	551.5	G81
Grennell—Neighbors of Field, Wood, and Stream .....	598.2	G88
Hindman—1001 Questions and Answers in Botany .....	580	H58

Holden—Marvels of Animal Life.....	J590	M711
Stories of Animal Life.....	J590	H711
Howe—Systematic Science .....	371	H88
Ingersoll—Birds Nesting .....	579	In4
Ingersoll—Old Ocean .....	551.4	In4
Ingersoll—Wild Neighbors .....	599	In4
Johnnot—Books of Cats and Dogs and other Friends .....	J590	J66
Friend in Feathers and Furs.	J590	J661
Neighbors with Claws and Hoofs .....	J590	J6613
Neighbors with Wings and Fins .....	J590	J6611
Some Curious Flyers, Creepers, Swimmers .....	J590	J6612
Keary—Dawn of History.....	571	K21
Keeler—Our Native Trees.....	582	K24
Our Northern Shrubs.....	582	K241
Kelly—Leaves Form Nature's Story-Book .....	J500	K29
Laut—Story of the Trapper.....	539	L35
Lonnsberry—Guide to the Trees.....	582	L92
Long—School of the Woods.....	799	L85
Mabie—Essays on Nature and Culture..	814	M11
MacMillan—Four Notes from the Page of Na- ture .....	580	M22
Martin—Story of a Piece of Coal.....	553.2	M36
Mathew—Familiar Features of the Roadside .....	590	M42
Mathew—Familiar Life in Field and Forest .....	590	M421
Mathew—Familiar Flowers of Field and Gar- den .....	580	M42
Merriman—Birds of Village and Field.	582.2	M552
Merry—Book of Birds.....	598.2	M55
Mill—Realm of Nature.....	551.4	M59



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OFFICERS OF THE BOARD,

◁1890-1.▷

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*President.*

CHARLES B. RUDOLPHY.

*Clerk.*

JOHN TOOHEY.

*Treasurer.*

EDWARD RUSS.

---

*Superintending Principal.*

DAVID E. RUE.

# NAMES. RESIDENCES. AND TERMS OF OFFICE

—OF THE—

## MEMBERS OF THE BOARD OF EDUCATION.

WARD.	NAMES.	TERM EXPIRES.	RESIDENCES.
First,	HENRY HESS, JR.	May 1, 1891,	12 Second St., Hoboken.
"	CHARLES B. RUDOLPHY,	" " 1892,	64 Bloomfield St., "
"	CHARLES A. HICKS,	" " 1893,	9 Washington St., "
Second,	JOHN REID,	" " 1893,	397 Bloomfield St., "
"	CHRISTIAN F. GUTH,	" " 1891,	318 Washington St., "
"	EDWARD RUSS,	" " 1892,	Second Nat. Bank, "
Third,	CHARLES V. DARCY,	" " 1891,	230 Garden St., "
"	JOHN B. ACKER,	" " 1892,	173 Park Ave., "
"	WILLIAM J. DYNAN,	" " 1893,	160 Willow Ave., "
Fourth,	JOHN TOOHEY,	" " 1891,	93 Adams St., "
"	JOHN MEEHAN,	" " 1892,	10 Clinton St., "
"	A. J. ARATA,	" " 1893,	90 Adams St., "

# STANDING COMMITTEES.

1890-91.

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## *Teachers, Salaries and School Government.*

HESS,	REID,	DARCY.
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### *Supplies.*

HICKS,	GUTH,	MEEHAN.
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### *Repairs.*

MEEHAN,	GUTH,	HICKS.
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## *Normal School Examination.*

ACKER,	DYNAN,	ARATA.
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### *Library.*

DARCY,	ARATA,	DYNAN,	ACKER.
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## *School Buildings and Furniture.*

ARATA,	HESS,	REID.
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### *Auditing.*

DYNAN,	HESS,	DARCY.
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## SPECIAL COMMITTEE ON MANUAL.

JOHN REID,  
HENRY HESS,  
CHARLES A. HICKS,  
CHARLES V. DARCY,  
EDWARD RUSS.

# OFFICERS OF THE BOARD OF EDUCATION

From its Organization to up to date.

Date	Presidents.	Clerks.	Treasurers.
1865	N. A. WOOD	BRADLEY H. BALDWIN	WILLIAM H. WILSON
1866	WARREN A. JACKSON	" "	" "
1867	PETER RITTER	JOHN W. BRYCE	" "
1868	ROMEO F. CHABERT	SAMUEL W. CAREY	P. H. EDMONDSON
1869	WM. T. HOFFMAN	" "	BETHUEL N. CRANE
1870	" "	GEORGE G. COOPER	WILLIAM C. HARP
1871	" "	" "	" "
"	" "	FERDINAND LUTHIN	" "
1872	EDWARD G. BROWN	" "	" "
1873	" "	ROBERT H. ALBERTS	" "
1874	" "	" "	" "
1875	" "	" "	" "
1876	" "	" "	" "
1877	EDWIN J. KERR	NESTOR AYMONG	" "
1878	" "	" "	JAMES HARKSEN
"	*ALBERT BOGERT	*JOHN J. KIERNAN	" "
1879	WM. T. HOFFMAN	LEWIS R. MCCULLOCH	" "
1880	STEPHEN T. MUNSON	" "	ISAAC INGLESON
1881	" "	" "	" "
"	**FRED. BELZ	" "	" "
1882	†EDWIN W. GRITTEN	" "	" "
1883	" "	" "	JAMES HARKSEN
1884	JOHN REID	" "	" "
1885	THOMAS F. HATFIELD	" "	" "
1886	THOMAS H. McCANN	" "	" "
1887	CORNELIUS KIEL, JR.	" "	" "
1888	HENRY HESS	JOHN TOOHEY	" "
1889	" "	JAS. D. LAWSON.	EDWARD RUSS
1890	††JAMES HARKSEN	" "	" "
"	CHAS. B. RUDOLPHY	JOHN TOOHEY.	" "

\* For one evening.

\*\* From May 1, 1882, to Sept. 11, 1882.

† From Sept. 11, 1882.

†† One month, April, 1890.



# ORDINANCES.

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## I.

### AN ORDINANCE

#### TO ESTABLISH A BOARD OF EDUCATION AND DEFINE ITS DUTIES.

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*The Mayor and Council of the City of Hoboken do ordain as follows :*

§ 1. The Board of Trustees of Common Schools shall meet at the School Building on the first Monday in May, at eight o'clock in the evening, and shall proceed to organize by electing one of their number as President, and another as Clerk, and one as Treasurer, and a majority of said members shall be competent to transact the business of said Board. Said Board shall meet for general business at least once in each month.

§ 2. The said Board of Education shall have the general management and control of the Public Schools now established and hereafter to be established in Hoboken, and of all the property therein contained or appertaining thereto, and shall have power, and it shall be their duty, to make Rules of Order and By-Laws for the government of the Board, its members and committees, and general regulations to secure proper economy and accountability in the school moneys; to supervise, manage and govern the Public Schools in Hoboken, and from time to time make all needful rules and regulations therefor; to direct the course of public studies, provide in all things for the good government and management of the Public Schools; to purchase books, apparatus, stationery, and other things necessary and expedient to enable the said Public Schools to be properly and successfully conducted, to keep the school building or buildings properly repaired and furnished, and to fix the number and compensation of the teachers to be employed therein and select and employ such teachers; but all supplies which shall be procured by said Board, exceeding in amount one hundred dollars, shall be obtained by contract, proposals for which shall be advertised for in one or more of the public newspapers.

§ 3. The Board of Education may provide evening schools for those whose ages or avocations are such as to prevent their attending the day schools, in such of the school houses or other buildings used for school purposes, as they may from time to time deem expedient.

§ 4. It shall be the duty of the said Board of Education:

FIRST—To examine and inspect each of the schools at least twice in each year, and oftener, if necessary, and on or before the first day of April to make and transmit to the Council a report in writing, in which they shall set forth the condition of the several school buildings, and whether any, and if any, what repairs, alterations or modifications of these buildings seem to be necessary.

SECOND—Whether they are kept clean and in good order.

THIRD—In what manner they are heated and ventilated and how effectual the means used are in producing the result desired.

FOURTH—The studies pursued.

FIFTH—The punctuality of attendance of the scholars and teachers.

SIXTH—The progress of the classes in their studies.

SEVENTH—The order, attention and general appearance of each school.

EIGHTH—The length of each morning and afternoon session, and the number and length of recesses allowed.

NINTH—The number of scholars who shall have been admitted and taught in each school and discharged therefrom during the preceding year, and the average number that have actually attended each school during said year.

TENTH—The number and qualifications of the teachers, and such other matters as, in their opinion, are important to ensure the discipline or extend the usefulness of the schools.

§ 5. The Treasurer of said Board shall be required to enter into bonds, in two or more sureties, in the sum of two thousand dollars, to the Mayor and Council, before entering upon the duties of his office.

§ 6. The said Board shall examine and audit all claims for school purposes and salaries, and shall, monthly, present a claim for the aggregate amount of the same to the Council, who shall thereupon order a warrant to the order of the Treasurer of the Board of Education, whose duty it shall be to pay the said claims and salaries in the manner directed by the Board of Education; and it shall be the duty of the Board of Education to make a quarterly statement in detail to the Council of all moneys expended by them during said quarter.

§ 7. The Board of Education, on or before the first day of March in each year, shall make a particular statement, in writing, to the Council of the amount of money that will be required during the fiscal year for school purposes, and altering, repairing, furnishing or building school houses; and in no one year shall the money expended or liabilities incurred for school purposes, or for building, altering, repairing or furnishing school houses, either by the Board of Education or the Council, exceed the amount authorized to be raised by tax in each year for those purposes.

§ 8. The said Board of Education shall observe and carry into full effect all ordinances adopted by the Mayor and Council of Hoboken, and all resolutions respecting the matters provided for by this ordinance, which shall be passed by the Council and approved by the Mayor in the manner provided for in the city charter for the approval of ordinances by him.

§ 9. No member of said Board of Education shall be interested directly or indirectly in any contract, payments under which are to be made, in whole or in part, out of moneys derived from any school fund, or raised by taxation for the support of common schools.

§ 10. The said Board of Education shall not adopt or establish any rule or regulation by which any child or children residing in Hoboken, between the ages of five and seventeen years, shall, except for misconduct, be prevented from attending the public schools in said city without any cost or expense whatever.

§ 11. There shall be provided and kept in each school, by the principal teacher thereof, necessary blank books, in which shall be entered by such teacher, the names, residences and ages of the scholars attending school, and the number of days they shall have respectively attended, the absences of any or either of the teachers in such school, and the alleged cause thereof, and also the names of all persons visiting such school and the time of such visiting; which books shall at all times be kept open for the inspection of any person or persons who may desire to inspect the same.

§ 12. All ordinances and parts of ordinances relating to Public Schools, heretofore passed, be and they are hereby repealed. Passed April 29, 1865.

Approved May 4, 1865  
JOHN KENNEDY City Clerk.

R. A. REED, Chairman of the Council,

FRED. B. OGDEN, Mayor.

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## II.

### AN ORDINANCE

TO AMEND "AN ORDINANCE TO ESTABLISH A BOARD OF  
EDUCATION AND DEFINE ITS DUTIES," APPROVED

MAY 4, 1865.

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*The Mayor and Council of the City of Hoboken do ordain as follows:*

§ 1. The Board of Education shall hereafter have power to pay a yearly salary to the Secretary of said Board not exceeding one hundred and fifty

dollars, and a yearly salary to the Treasurer of said Board not exceeding one hundred dollars; said salaries to be paid out of the moneys appropriated for school purposes.

Passed June 19, 1867.

THEODORE S. PARKER,  
Chairman of the Council.

Approved June 20, 1867.

F. W. BOHNSTEDT, Mayor.

Attest, JOHN KENNEDY, City Clerk.

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III.

AN ORDINANCE

TO AMEND "AN ORDINANCE CREATING A BOARD OF  
EDUCATION."

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*The Mayor and Council of the City of Hoboken do ordain as follows:*

§ 1. That the Board of Education shall hereafter have power to pay a yearly salary to the Secretary of said Board not exceeding the sum of four hundred dollars, said salary to be paid out of the moneys appropriated to school purposes.

§ 2. That all ordinances and parts of ordinances inconsistent with the provisions of this ordinance, be and the same are hereby repealed.

Passed September 13, 1870.

THEODORE S. PARKER,  
Chairman of the Council.

Approved September 14, 1870.

HAZEN KIMBALL, Mayor.

Attest, FRED E. ROWALD, City Clerk.

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IV.

A SUPPLEMENT TO AN ACT ENTITLED: "AN ACT TO  
INCORPORATE THE CITY OF HOBOKEN,"

APPROVED MARCH 28th, 1855.

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§ 1. AND BE IT ENACTED, That the Board of Education hereafter to be elected in the City of Hoboken, shall, at their first meeting after their election, divide the Trustees of each ward into three equal classes, one of which shall

go out of office at the expiration of the first year; one at the expiration of the second year, and one at the expiration of the third year, which division shall be made by lot; and that at each succeeding charter election thereafter, the said wards shall, respectively, elect one person as Trustee for said ward, who shall hold his office for three years; and in case of death or disability of any Trustee, a person shall be elected to serve the unexpired term at the next charter election; and that any Trustee removing from the ward wherein he was elected, shall be disabled within the meaning of this act.

Approved March 27, 1874.

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V.

AN ORDINANCE

TO AMEND AN ORDINANCE, "TO ESTABLISH A BOARD OF  
EDUCATION, AND TO DEFINE THEIR DUTIES."

---

*The Mayor and Council of the City of Hoboken do ordain as follows:*

§ 1. The Board of Education shall have power to prescribe rules for the prevention of contagious diseases.

§ 2. All ordinances and parts of ordinances conflicting with the above section be, and the same are hereby repealed.

Passed April 25, 1876.

Approved April 28, 1876.

GEORGE J. DUCKER, City Clerk.

JOSEPH RUSSELL, Mayor.





# BY-LAWS

## OF THE

# BOARD \* OF \* EDUCATION.

### ARTICLE I.

SECTION 1. The Officers of the Board of Education shall consist of a President, (who shall be *ex officio* a member of all committees), a Clerk and a Treasurer. The meetings of the Board shall be held in Public School Building No. 1, on Garden Street (unless otherwise ordered by the Board), on the second and last Mondays of each month, at 8 o'clock P. M.

SEC. 2. Special meetings may be called by the President or Clerk, upon the written request of any three members of the Board. Written notice of such special meeting shall be given to each member, which shall distinctly state the subject matter to be acted upon at such special meeting, and no other business shall be transacted except that stated in the call.

SEC. 3. In May of each year the President shall appoint the following Standing Committees, unless otherwise ordered by the Board, viz.: A Committee on Teachers, Salaries and School Government; a Committee on Repairs; a Committee on Supplies; a Committee on Normal School Examination and Census; a Committee on Audit; a Committee on School Buildings and Furniture; a Library Committee; and such other Committees as the Board may deem expedient.

### ARTICLE II.

#### DUTIES OF THE PRESIDENT.

SEC. 4. The President shall preside at all meetings of the Board; appoint all Committees unless otherwise ordered by the Board; and it shall be his duty to enforce order, strict decorum, obedience to the Rules and Regulations of this Board, and perform such other duties as usually appertain to that office.

SEC. 5. In case of the absence of the President, until 9 o'clock P. M., the Board shall appoint one of their number President *pro tempore*. Such presiding officer shall not have power to sign warrants or appoint Standing Committees unless directed to do so by a two-third vote of the Board at a regular meeting.

### ARTICLE III.

#### DUTIES OF THE CLERK.

SEC. 6. It shall be the duty of the Clerk to keep a written record of the proceedings of the Board of Education, and notify the members in writing of all special meetings. He shall keep a Warrant Book, and all warrants drawn shall be numbered and made payable to the person or persons entitled to receive the same, and before the delivery of the warrants so drawn, he shall enter on the margin of the aforesaid Warrant Book the number, date and amount of the same, for what purpose drawn, the date of the order of resolution authorizing the same, the name of the person or persons to whose order the same is made payable, and take a receipt therefor. He shall keep an account of the expenditures of the several schools under charge of the Board of Education. He shall also keep a book wherein all financial transactions of the Board shall be fully noted, and have each account kept separately. He shall be punctual in his attendance at the meetings of the Board, and also at the regular Committee meetings, and in case of his absence, he shall send all necessary books and papers, and perform such other duties as the Board may direct.

SEC. 7. All books (except the Treasurer's), receipts and papers of the Board of Education, shall be in the custody of the Clerk (unless otherwise ordered by the Board) who shall be held responsible for the same.

### ARTICLE IV.

#### DUTIES OF THE TREASURER.

SEC. 8. It shall be the duty of the Treasurer to keep a correct account of all the moneys received and disbursed by him, on account of the Board of Education; and he shall make in writing, a semi-annual report in detail to the Board, of all receipts and expenditures; he shall promptly cash all warrants drawn upon him, in accordance with the regulations of the Board. Previous to passing resolutions ordering drafts on the Council he shall state to the Board what balance, if any, remains over in his hands.

SEC. 9. No money shall be paid out of the Treasury except on a warrant, signed by the President, and countersigned by the Clerk of the Board; and no warrant shall be drawn on the Treasurer by said officers except in pursuance of an order by the Board of Education, passed at a meeting of the Board, and entered on the minutes thereof.

## ARTICLE V.

## DUTIES OF COMMITTEE ON TEACHERS, SALARIES AND SCHOOL GOVERNMENT.

SEC. 10. All applications for teachers or janitors of the schools, shall be referred to the Committee on Teachers, Salaries and School Government, who shall examine into the qualifications of the applicants and report thereon to the Board, after hearing which the Board may proceed to make appointments. The said Committee shall also see to the execution of the various instructions and rules of the Board, in reference to the order and government of the schools under their jurisdiction. This Committee shall hear and examine into all complaints, whether from teachers, parents or janitors, and report thereon monthly, or oftener, if required. They may also recommend such changes in the relation of teachers or janitors, and in the formation of new classes, as in their judgment may be deemed expedient.

SEC. 11. No appointment or removal of any Teacher, Monitor, Janitor or Engineer shall be made, or salaries increased or decreased, except by a two-third vote of the full Board. This Committee shall also examine into and report on all absences of teachers, unless otherwise ordered by the Board.

SEC. 12. All propositions for the introduction of new books into any of the schools, shall be referred to this Committee, who shall examine said books and report to the Board. It shall also have supervision of the studies pursued in the Schools, and report from time to time such changes as it may deem necessary, and what new studies, in its opinion, it is expedient to introduce, or old studies to discontinue, but such Committee shall be guided by the course of studies adopted by this Board. No change in books or studies shall be authorized unless by a majority vote of the Board.

SEC. 13. This Committee shall not recommend any applicant for the position of teacher or monitor who is under the age of eighteen, and in all appointments of teachers in the public schools—all other qualifications being equal—preference shall be given to the oldest applicants, who are graduates of the Normal School, and residents of Hoboken.

SEC. 14. This Committee shall have power to regulate the sessions of the schools, in stormy weather, as may seem judicious and for the best interests of the schools.

## ARTICLE VI.

## COMMITTEE ON REPAIRS.

SEC. 15. The Committee on Repairs shall have power to make such repairs—in buildings and furniture, under the jurisdiction of the Board, as it may deem necessary. When it is determined to alter or repair buildings or furniture, the same shall be done under supervision of this Committee,

unless otherwise ordered. This Committee shall in all cases where possible, have estimates for work by at least three parties, and give it to the lowest bidder, all things being equal. Except in cases of emergency, all work must be authorized by a vote of the Board.

SEC. 16. No repairs shall be made without a written order signed by at least two members of this Committee; said order shall specify the work to be done. It shall be attached to the bill for the work; and no claim for work or repairs shall be entertained by the Board unless such order, duly signed, is attached to the claim.

SEC. 17. All bills for work or repairs must be endorsed as correct by at least two members of this Committee.

SEC. 18. This Committee shall make a written report to the Board at its next meeting, of any new work or repairs ordered since its last session.

#### ARTICLE VII.

##### COMMITTEE ON SUPPLIES.

SEC. 19. All applications for supplies not exceeding in cost the sum of \$100, urgently required before the next meeting of the Board, must be made to the Committee on Supplies, and said Committee shall have power to furnish the same, and it shall be their duty to report the same to the Board at the next meeting thereafter. No supplies shall be furnished to any of the schools unless ordered by a majority of the Committee, after they have examined into the necessity for said supplies. All supplies, except in cases of emergency, must be authorized by a majority vote of the Board.

#### ARTICLE VIII.

##### NORMAL SCHOOL EXAMINING AND CENSUS COMMITTEE.

SEC. 20. It shall be the duty of the Normal School Examining and Census Committee to hold such examinations and make such reports as are required by the rules adopted by the Board governing the Normal School. They shall also examine, carefully, all census returns, and report upon them prior to any payment being made for the same.

#### ARTICLE IX.

##### AUDITING COMMITTEE.

SEC. 21. It shall be the duty of the Committee on Audit to examine into and certify to the correctness of such bills and pay rolls as the Board may refer to it. It shall also examine the accounts of the Clerk and Treasurer, and report thereon semi-annually, or oftener, if directed to do so.

#### ARTICLE X.

##### COMMITTEE ON SCHOOL BUILDINGS AND FURNITURE.

SEC. 22. It shall be the duty of this Committee to confer with the Com-



mittee on Public Grounds and Buildings of the Council, and recommend such plans for the construction and ventilation of new buildings as may be considered best.

SEC. 23. It shall have a general supervision over the school buildings, and recommend to the Board from time to time such alterations and improvements for said buildings as they may deem necessary.

SEC. 24. It shall also supervise the purchase of new furniture and heating apparatus—the usual rule as to advertising, etc., being complied with, under the directions of the Board.

## ARTICLE XI.

### COMMITTEE ON LIBRARY.

SEC. 25. This Committee shall purchase the books and have charge of the Public School Free Library, and make rules and regulations not otherwise provided for, in regard to the distribution and care of the books, etc., subject to the approval of the Board of Education. This Committee shall see that the Rules made for the Librarian, entitled, "Duties of Librarian," are faithfully carried out.

## ARTICLE XII.

SEC. 26. All Standing Committees shall meet on the Thursday evening preceding the regular meeting of the Board. When such Committees report, it shall be in writing, and all necessary details shall be given. These Committees may from time to time change their regular evening for meeting. If such is done, notice must be given at a regular meeting of the Board, when it will be noted on the minutes.

## ARTICLE XIII.

SEC. 27. When the Standing Committees fix upon a regular evening for meeting—which they do immediately upon their organization—they shall post a notice in the Board-room in a conspicuous place giving information as to their time and place of meeting. If convenient all Committees should meet in the Board-room. To authorize a Committee's work, it must be signed by a majority of the Committee, as the case may be.

## ARTICLE XIV.

SEC. 28. Any portion of these articles, viz.: The By-Laws, the Rules of Order, the Rules and Regulations for the Government of the Schools, and the Course of Studies in the Schools, may be amended at a regular meeting by submitting such amendment in writing at a previous meeting with at least two weeks' time intervening. Such Amendment may be made if two-thirds of a full Board concur. The vote shall be by Yeas and Nays, and shall be recorded on the minutes.

SEC. 29. A By-Law, a Rule or Regulation for the Government of the Schools, or any part of the Course of Studies, may be suspended by a two-thirds vote of the full Board.

Section in Rules of Order.	Section in Rules of Order.	PARLIAMENTARY CHART, MOTIONS, &c.						
		Debatable.	Not Debatable.	Majority vote.	Cannot be Amended.	Cannot be Reconsidered.	Requires % Vote.	Need not be seconded.
3	Adjourn.....	0	*	*	*	*	0	0
0	Adjourn. Fix time to.....	*	0	*	0	0	0	0
3	Amendment to a motion.....	*	0	*	0	0	0	0
0	Amendment to an Amendment.....	*	0	*	0	0	0	0
7	Appeal to the House.....	*	0	*	*	0	0	*
5	Call for Yeas and Nays.....	0	*	0	*	*	0	0
0	Call to order.....	0	*	0	*	*	0	*
0	Close debate.....	0	*	0	0	0	*	0
3	Commit (Same as Amend).....	*	0	*	0	0	0	0
0	Extend time for debate.....	0	*	*	0	0	0	0
3	Lie on the table.....	0	*	*	*	*	0	0
0	Limit debate.....	0	*	*	0	*	0	0
0	Orders of day (Election, &c.).....	0	*	*	*	0	0	*
0	Postpone to a certain time.....	0	*	*	*	0	0	0
4	Postpone indefinitely.....	*	0	*	0	0	0	0
0	Previous Question.....	0	*	*	*	*	0	0
6	Reconsider.....	0	*	0	*	*	*	0
3	Refer (Same as Commit).....	*	0	*	0	0	0	0
0	Special Order. To make a.....	0	*	0	0	0	0	0
0	Take from the table.....	0	*	*	*	*	0	0
0	Take up a question out of order.....	*	0	*	0	0	0	0
0	Withdrawal of a motion.....	0	*	*	0	0	0	0
By-Laws.	Appoint, Remove or Transfer Teachers.....	*	0	0	0	0	*	0
	Amend the Rules of Order.....	*	0	0	0	0	*	0
	Amend the By-Laws.....	*	0	0	0	0	*	0
	Amend Rules for School Government.....	*	0	0	0	0	*	0
	Elect Officers.....	0	*	*	*	0	*	0
	Pay Bills.....	*	0	0	0	0	0	0
	Suspend a Rule of Order.....	*	0	0	0	*	0	0

EXPLANATION:—A Star shows that the rule heading the column in which the star is found, applies to the motion opposite to which it is placed. A cipher shows that the rule heading the column does not apply. The number in the left column applies to Sections in Rules of Order.

## ORDER OF BUSINESS.

---

1. Calling the roll of members.
2. Reading minutes of last meeting.
3. Communications from Superintending Principal, or Principals.
4. Presentation of Communications.
5. Presentation of proposals and bids.
6. Presentation of Claims.
7. Reports from Standing Committees in their order, viz. :
  - Committee on Teachers' Salaries and School Government.
  - “ Repairs.
  - “ Supplies.
  - “ Normal School Examinations and Census.
  - “ School Buildings and Furniture.
  - “ Library.
  - “ Audit.
8. Reports from Special Committees.
9. Unfinished business.
10. New business.

The order of the above may be changed to suit the convenience of the Board, by the President, or by a majority vote of those present. All the items, however, should be named from the Chair at some stage of the evening's proceedings.

◁ RULES AND REGULATIONS ▷

—FOR THE—

GOVERNMENT \* OF \* THE \* SCHOOLS.

---

SUPERINTENDING PRINCIPAL.

---

RULE I.

SECTION I. The Male Principal who shall have been longest in the employment of the Board of Education shall act and be known as the Superintending Principal.

RULE II.

SEC. 2. In addition to his duties as Principal of the school, it shall be his duty to collate and prepare the reports of the several Principals; also the different requisitions for supplies, repairs, furniture, &c., and submit the same in proper form to the Board of Education at their regular meetings. He shall also prepare the monthly pay-roll, submitting the excuses, &c., to the Committee on Teachers, Salaries and School Government.

RULE III.

SEC. 3. He shall see that the Rules and Regulations—made and provided by the Board of Education—for the government of the schools are observed and carried out, and he shall report every omission, with the circumstances attending the same, and the name or names of the offenders to the proper Committee, or to the Board of Education.

RULE IV.

SEC. 4. He shall prepare such reports as are required by the Laws and Ordinances for the State, County and Municipal Authorities. He shall keep a record of teachers' positions in the schools, and be prepared to give correct information relative to promotions, &c., to the Committee on Teachers, Salaries and School Government.



SEC. 5. In Primary Schools, the Superintending Principal shall prepare an "Official List" of the teachers below the rank of Principals and Vice-Principals. In such list the teacher having the senior appointment shall be placed at the head, and so on throughout, the latest assignment being lowest. The arrangement of this "Official List" shall not affect the assignment of any teacher to any particular class or position in that Primary School. They may be placed in such class as suits the circumstances of the school or where they may be best fitted to teach, of which the Principal of the School shall be the judge. When a vacancy occurs in the lowest class in the Grammar department of any of the schools, the teachers in Primary Schools shall be taken into consideration, and if the teacher who is senior on the then existing "Official List," as above, shall outrank the teacher in seniority of appointment in the Primary Department, she shall get the appointment. In case the Department contains several Primary Schools, they shall run together to make the above "Official List."

#### RULE V.

SEC. 6. He shall attend all meetings of the Board of Education ; of the Committee on Teachers, Salaries and School Government ; also meetings of such other Committees as may request him, and impart such information in relation to the Schools as may be required.

#### RULE VI.

SEC. 7. He shall, from time to time, and as often as practicable, and at least once each week, visit each School and inspect the classes and advise teachers relative to discipline and manner of giving instruction. His instructions to teachers in any School shall be given through the Principal of such School. He may, however, make such inquiries of individual teachers relative to their work as he may deem necessary.

#### RULE VII.

SEC. 8. He shall make any temporary arrangements relative to the Schools, or the convenience of the teachers as emergency may require. He shall report such action to the proper Committee at once, or to the Board at its next meeting.

#### RULE VIII.

SEC. 9. He may (with the advice and consent of the Committee on Teachers, Salaries and School Government) suspend any teacher, janitor, or other employee of the Board, for wilful and persistent violation of the Rules of the Board, or for neglect of duty. He shall report such suspension—with a circumstantial and full statement of the offence—to the Committee on Teachers, Salaries and School Government, or to the Board at its next meeting.

## RULE IX.

SEC. 10. He shall take cognizance of any difficulty which may have arisen between the teachers and parents or guardians of the pupils, which the Principal has been unable to settle, or which he may have overlooked. He shall also give advice, and arbitrate where any difficulty may arise between teachers relative to the School government, or the instruction in the Schools.

## RULE X.

SEC. 11. He shall report to the Board, along with the Pay-roll, the names of absentees during the month, the number of days absent, and the amounts deducted for absence, giving the aggregate for each School.

## RULE XI.

SEC. 12. He shall attend and conduct such examinations as the Rules or the Board of Education may require, and perform such other duties and exercise such powers as the Board may assign to him.

## RULE XII.

SEC. 13. Any teacher or other person aggrieved by any decision of the Superintending Principal may appeal in writing to the Board of Education, which shall finally decide upon the matter and appeal.

SEC. 14. In the absence of the Superintending Principal, the next Principal longest in service shall officiate for the time being.

## PRINCIPALS.

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## RULE XIII.

SEC. 15. The Principal in each School shall be a male, and shall have a first grade State Certificate. He shall have the general superintendence of the School in which he may be placed, under such Rules and Regulations as the Board of Education may from time to time adopt. He shall be directly responsible to the Board for the proper government and good order of the School under his charge. He shall require teachers to cover the grade of the class, as to teaching the studies prescribed in the "Course of Studies" in the Manual. Pupils shall be examined for promotion each June in the studies belonging to their grade, and in no other.

SEC. 16. During the last part of May of each year, the Grammar School Principals shall come together and agree upon a uniform set of questions for the June examinations for the various pupils to be examined in their Schools.

## RULE XIV.

SEC. 17. He shall furnish such information relative to his school as may be required by the President of the Board, the Superintending Principal, any of the Committees, or any member of the Board.

## RULE XV.

SEC. 18. He shall carry out any instructions relative to his School which may be given by the President of the Board, the Superintending Principal, or the Committee on Teachers, Salaries and School Government. In case of any unlawful or unreasonable order, or in case of a conflict of authority, he shall report the same to the Board in writing at its next meeting, and abide by and carry out such instructions or decision as it may give.

## RULE XVI.

SEC. 19. He shall make a report in writing, once in each month, to the Superintending Principal, or oftener, at such times as the above officer may direct, of the condition of the School, the number of teachers employed therein, and the number of scholars taught, or in relation to any School matter which may be inquired about.

## RULE XVII.

SEC. 20. The Principals in the Grammar Schools shall teach Mathematics in the first class, and shall visit the various classes in his school frequently, and occupy his spare time among them, and see that the studies prescribed by the Board are properly taught. He shall examine the Scholars in the different classes in order to ascertain what advancement they are making, and to ascertain who should or should not be promoted.

SEC. 21. He shall observe and record the manner in which the various teachers are discharging their duties; especially Monitors who are undergoing their first year's probation.

SEC. 22. Report shall be made by Principals every July to the Board in writing, what per centage has been attained in each class under his control, and the condition of their schools as to supplies, etc.

## RULE XVIII.

SEC. 23. He shall receive complaints from parents or guardians, and by his advice and authority, if possible, arrange the same. He shall also receive complaints from teachers and janitors, or other employees in the School, and shall report the same to the Superintending Principal as soon as convenient, and not later than one week from the date of the complaint being made. Any complaint of serious import shall be reported to the Committee on Teachers, Salaries and School Government.

## RULE XIX.

SEC. 24. He shall receive all supplies sent to his School, and have charge of the same, and give them out as they may be required. He shall keep a book account of what he receives, and to whom he gives them out, particularizing as to the name and quantity of each article. He shall hold each teacher responsible for the proper care of such books and furniture as may be given into his or her charge. In case of gross carelessness, he shall report to the Superintending Principal, or to the Committee on Teachers, Salaries and School Government.

## RULE XX.

SEC. 25. He shall have charge of all the School property in his school during school hours, and see that it is properly cared for. He shall see that the Janitor and the Engineer in charge do their duty, and in case of neglect report to the Committee on Teachers, Salaries and School Government, immediately.

SEC. 26. In case the Truant Officer is habitually negligent, and not available for duty when required, the Principal shall report, as soon as possible, to the Chairman of the above Committee.

## RULE XXI.

SEC. 27. The Principal of each School shall send a requisition through the Superintending Principal to the Board for such supplies as are needed in his school.

## RULE XXII.

SEC. 28. The Principal shall see that each teacher and pupil is protected in his or her rights while in school. He shall be respectful to the teachers under his charge and compel respectful conduct from the teachers toward himself, and toward each other. He shall see that due decorum is observed in the school, and not allow—as far as he knows it—any disrespectful remarks in relation to the school authorities. In case any such are indulged in, persistently, he shall report the same to the Superintending Principal or the Board (see Sec 57, page 32.) He shall not allow any political or religious discussion during school hours.

## RULE XXIII.

SEC. 29. The Principal of each School shall keep a register of the conduct of the scholars, in which shall be noted all prominent violations of the Rules and other gross or disgraceful conduct. This register shall be exhibited to any Committee, or to any member of the Board, or to the Superintending Principal, when desired.

SEC. 30. Principals shall not take pupils from their studies to do any clerical or other work, neither shall they sell books or stationery to the pupils of their schools.

## RULE XXIV.

SEC. 31. The Principals shall have discretionary power to suspend a scholar in case of a gross offence, but shall report the same immediately to the Superintending Principal. A scholar suspended by the Principal shall not be reinstated except upon written authority from the Committee on Teachers, Salaries and School Government. The Principal shall see that no physical punishment is administered in his school.

## RULE XXV.

SEC. 32. The Principal of a School shall not reprove a teacher or give him or her advice relative to teaching, in the presence of the class or in the presence of another teacher. He shall not make remarks during school hours inimical or derogatory to the qualifications or literary ability of any teacher employed in his or any other school in the department, except his opinion be asked for by a member of the Board, or the Superintending Principal.

## RULE XXVI.

SEC. 33. The Principal of each School shall keep a register, in which shall be recorded his own and each teacher's attendance, and when absent the cause thereof. A transcript from such record shall be furnished to the Superintending Principal at such time as he may direct, so as to be available in making up the pay-roll. Each Principal shall keep such records and registers as may be prescribed by the Rules and Regulations, and by the School Authorities.

SEC. 34. In case a Principal desires, occasionally, to visit other schools and notice methods of teaching, he may be excused for the day, by the President of the Board or by a member of the Committee on Teachers, Salaries and School Government. He shall report the result of his visit and his impressions of the school visited, to the Board in writing. The Superintending Principal shall be notified of his absence, prior to leaving his school.

SEC. 35. In case any class runs down below twenty, report of the same shall be made by the Principal to the Board of Education, which may discontinue the class and discharge or transfer the teacher as they may think for the best interests of the school. No Principal shall change grades or class arrangements in the schools without authority from the Board. For such offence he will become liable to dismissal.

## RULE XXVII.

SEC. 36. During the last week in June, each Principal shall make on the regular blanks a correct inventory of all books and stationery belonging to the school, and a classification of their condition—whether new, good, half worn, or useless—also an inventory of all movable or personal property in the



school, with a brief statement of its pattern and condition. Before the Summer vacation, he shall see that all moveable property in his school is properly stored and secured. The above inventory shall be sent to the Board.

#### RULE XXVIII.

SEC. 37. Whenever any pupil on leaving school shall neglect or refuse to return books, or other school property which may have been placed in his or her possession by a teacher, the Principal shall write to or call upon the parent or guardian and request the return of the same, and in case of neglect or refusal to pay for such property, he shall inform the Board in writing at its next meeting.

#### RULE XXIX.

SEC. 38. In all cases where books or other property have been unreasonably damaged, the Principal shall demand payment from the parent or guardian for the same. He shall keep a book account of such receipts, and at the end of each month report the same to the Superintending Principal, paying over the money and taking his receipt for the amount. The Superintending Principal shall, each month, make report and pay the money over to the Treasurer of the Board, a record of which shall be noted on the minutes.

#### RULE XXX.

SEC. 39. The Principal shall, as far as practicable, conduct the opening exercises, and shall enforce order and decorum during the same. In case any Special Teacher comes into charge of a class, the Principal shall assist in enforcing order, in case a disposition to take advantage of a change of teacher is manifested.

#### RULE XXXI.

SEC. 40. It shall be the duty of Principals to promptly report each morning the names of all absentee teachers in their respective schools to the Superintending Principal, who, upon receipt of the same, shall immediately assign monitors to fill such vacancies.

#### RULE XXXII.

SEC. 41. All official communications from Grammar Schools shall be signed by the Principal—in his absence, by the Acting Principal.

SEC. 42. It shall be the duty of the Principal of each school, once a week, if practicable, to cause an alarm to be sounded, at a time previously unannounced to teachers or scholars, provided, that such alarm shall be given at such a time as will cause the least interruption to the studies in the different departments. When the alarm is heard, teaching shall cease instantly, the scholars shall hasten to make their exit in the usual manner, or as the Principal may direct. The teachers shall post themselves down the stairway and cause the

line to pass out as rapidly as possible and in good order. Should a scholar stumble or fall, the teacher nearest such scholar shall cause the line to halt until order is restored. The Principals will note the time consumed in making each exit.

They shall report the result of each fire drill to the Superintending Principal, who shall each month report the same to the Board in a condensed form.

## VICE-PRINCIPALS.

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### RULE XXXIII.

SEC. 43. Each Grammar School shall have a first and second Vice-Principal. The first Vice-Principal shall teach the first class, except Mathematics (which shall be taught by the Principal); when not teaching, she shall assist the Principal in any clerical work relating to the schools to which the Principal may assign her.

### RULE XXXIV.

SEC. 44. In case the Principal is absent, the first Vice-Principal shall assume and perform his duties for the time being, under the same Rules and Regulations made and provided for the Principal. In case both the Principal and first Vice-Principal are absent, the next senior teacher shall officiate.

### RULE XXXV.

SEC. 45. The second Vice-Principal shall have charge of the Primary Department and teach the lowest class therein, which shall be a mixed class. She shall receive not less than \$600 per annum. She shall be particular as to the care of the children—especially in cold or wet weather, when she shall see to it, that their wraps and covers are adjusted before their departure.

### RULE XXXVI.

SEC. 46. The first and second Vice-Principals shall take charge of the opening exercises on the floor where the Principal is not present; they shall also see that dismissals are properly conducted. They shall receive instructions from and obey the Principals in all matters relating to school government.

## TEACHERS.

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### RULE XXXVII.

SEC. 47. The teachers shall perform their duties subject to the authority

of the Principals, or the Vice-Principals while they are acting as such. They shall endeavor to discipline and manage their classes so as to avoid the necessity of reporting to the Principal for the punishment of their pupils.

SEC. 48. Teachers hereafter appointed must reside in the city at the time of their appointment, and continue to reside in the city during their term of service as teachers.

#### RULE XXXVIII.

SEC. 49. Any teacher absent from duty shall report promptly to the Principal, stating in writing the cause of absence and its probable duration.

#### RULE XXXIX.

SEC. 50. Teachers are required to report to the Principals of their respective schools, at his desk, every session of the school, at 8:40 A. M., and 12:50 P. M.; they shall immediately go to their respective class-rooms, and no teacher shall leave the school before the duties of the day are completed (except in cases of sickness, or between the morning and afternoon sessions). For the first dereliction they shall be reprimanded by the Principal; for the second and all subsequent offences, they shall be dealt with as provided for absentees.

SEC. 51. As vacancies occur, teachers shall be promoted according to seniority of appointment in that school, subject to the provisions of Sec. 5, Rule 4 (Rules and Regulations). Teachers shall not be promoted to a higher grade than their certificate entitles them to.

#### RULE XL.

SEC. 52. Teachers shall not be permitted to engage in any other than the legitimate business of the school during school hours. Neither shall they be permitted to visit each other's class-rooms, except in cases of absolute necessity. If temporarily absent from the class, it shall be left in charge of a monitor.

SEC. 53. In case any teacher proves unsuccessful in imparting instruction to pupils, he or she shall be dismissed. This shall be done only after the facts are conclusively established.

#### RULE XLI.

SEC. 54. Teachers shall be responsible for the proper and economical use of the books and stationery furnished by the school department to their classes, and shall make a report upon the same to the Principal as often as may be required. Any loss or mutilation of books or furniture shall be reported at once.

#### RULE XLII.

SEC. 55. Each teacher shall keep a book entitled "Record of Punishment." Whenever a teacher shall report a pupil to the Principal for discipline, such teacher shall enter in this book the name of the pupil, and the date and description of the offence for which the pupil was reported. The

Principal shall complete the record by specifying the disposition made of the case.

#### RULE XLIII.

SEC. 56. After dismissing the school, and as soon as practicable, teachers must leave the building. This rule is not to be construed as prohibiting teachers from remaining in their class-rooms to finish any business pertaining to teaching their classes. In no case shall teachers remain longer than one hour after the dismissal of their classes, except by permission of the Committee on Teachers, Salaries and School Government.

#### RULE XLIV.

SEC. 57. Teachers shall not engage in conversation with others, during the opening exercises, or at any time when classes are assembled. All shall devote themselves to the maintenance of good order. Any teacher acting in an indecorous or disorderly manner during sessions of the school, at teachers' meetings, or in any other place where they may assemble on school business, on report of the Principal, shall be reprimanded by the Committee on Teachers, Salaries and School Government, and if the offence is continued or repeated, he or she may be suspended or dismissed by the Board (see Sec. 28, p 27).

#### RULE XLV.

SEC. 58. Teachers shall not permit pupils to remain in the school-house or yard, unless in charge of some teacher, and such teacher shall remain in the room or yard with them and not allow them to enter other class-rooms. No home work shall be given to pupils, except it be something, the principle of which has been previously explained to them. Teachers shall assist, where they can, in keeping order in the school as well as in their own classes.

#### RULE XLVI.

SEC. 59. Teachers shall in no case inflict corporal punishment, nor shall any scholar be confined in closets or other dark places for any offence; they shall report any case which they may think requires punishment to the Principal of the school (see Sec. 61, page 32; also Sec. 31, page 28).

#### RULE XLVII.

SEC. 60. In all cases where parents or guardians are dissatisfied or come to the school to complain, they shall be referred to the Principal of the school. Teachers shall not on such occasions enter into any discussion with such parent or guardian, except the Principal is present and requests them to explain.

#### RULE XLVIII.

SEC. 61. Teachers shall not in the presence of the class indulge in slang phrases, neither shall they indulge in manifestations of bad temper. All pupils must be treated with respect and proper consideration. Teachers must



be judicious in enforcing discipline, and not resort to violent or cruel methods (see Sec. 59, page 32; also Sec. 31, page 28).

#### RULE XLIX.

SEC. 62. Teachers shall not suspend a pupil, nor send one out for any purpose whatever, without the consent of the Principal. Neither shall they suggest or patronize the getting up of contributions or presents for any purpose, unless by permission of the Board. Teachers are not to consider their duties suspended when any Special Teacher enters their classes—they must assist and further such work as much as they can.

#### RULE L.

SEC. 63. Teachers must keep all records required by the rules of the school department, but must not so employ the time set apart for teaching duties. They must also attend Normal School and Teachers' meetings, unless excused by the rules or by having permission from the President or a member of the Committee on Teachers, Salaries and School Government.

In case of irregularity in the attendance of any pupil, the teacher shall ascertain the cause and report the same to the Principal.

### MONITORS.

#### RULE LI.

SEC. 64. Appointments as Teachers must be made from among those who have been placed on the "Official Monitor's" List, preference always being given to the one standing highest on the list. Any former teachers who wish to be re-engaged shall apply to the Board, and if their record was good when leaving, and still remains good, they shall be assigned as a teachers of the lowest grade, when their turn comes at the foot of the then current Monitor's list. The year of probation shall not be required from them.

#### RULE LII.

SEC. 65. Monitors who are on the roll and unassigned, may, if they desire to fill a teacher's place when such is vacant, report to the Superintending Principal daily at 8:45 o'clock A. M. He shall assign them to the vacancies in the order in which their names stand upon the official "Monitors' List" (see Sec. 145, p. 46), and no Monitor shall receive pay for teaching unless assigned by the Superintending Principal. In cases where teachers are expected to be absent for a week or more, such vacancies shall be filled by the monitor, who is Senior upon the list. A monitor shall not lose her place on the list by working for outside parties. If she declines to assume her duties when her proper turn for assignment comes, she must take her place at the end of the then existing list and again wait her turn.



## RULE LIII.

SEC. 66. Monitors' Salary (when unassigned and for filling vacancies) shall be one dollar per diem for actual work performed, after being assigned to regular class duties they shall receive for the first year \$25 per month, afterwards they shall receive the lowest Teacher's Salary. In all cases where they have been temporarily assigned, if such temporary assignment immediately precedes and adjoins their permanent assignment as monitors, they shall have credit for such time as a part of their year's probation.

SEC. 67. Temporary Monitors shall not be entitled to salary during vacation or holidays.

## RULE LIV.

SEC. 68. Monitors shall be governed by the same Rules and Regulations, regarding order and the conduct of their classes, as are made and provided for regular teachers. In case any Monitor during the year's probation, should manifest marked unfitness and lack of teaching aptitude, the Board shall—when convinced of this—dismiss him or her immediately and drop the name from the roll.

## ABSENCE FROM DUTY, ETC.

## RULE LV.

SEC. 69. In case of serious sickness, of long continuance, a teacher may be excused by the Board for a certain term (without pay).

SEC. 70. In case of sickness for a brief period—not more than one week, a teacher may be excused for one day at that particular time, by presenting a physician's certificate, before the pay roll is made up for that month. For all succeeding days' of that same period, one dollar per day shall be deducted. Not more than two days in any one month can be remitted under this rule.

SEC. 71. In case any teacher remains absent for one month, or more, without a permit from the proper authorities, the place shall be considered vacant, and be filled in the usual manner. On any absence without a permit, the pay shall be suspended.

SEC. 72. In case of a death in a teacher's family, where he or she resides, three days leave of absence, without deduction of pay may be allowed; if the death is that of a near relative or friend, the Committee on Teachers, Salaries and School Government shall have power to use a judicious discretion in excusing teachers. The above principles shall apply to all employees as well as to teachers.

SEC. 73. In case of absence from teachers' meetings without a formal permit from the President of the Board, or from a member of the Committee on Teachers, Salaries and School Government, one dollar for each absence shall be deducted, which shall go to the fund for paying the expenses of the

teachers' meetings. Habitual and continued delinquency shall be treated as a serious breach of discipline, which may involve dismissal.

SEC. 74. In case a pupil of the Normal School, after a formal entry, is absent from the sessions, without permission from a member of the Committee, a fine of fifty cents for each time absent shall be imposed, and at once collected by the Principal in charge. If not paid within a reasonable time, the name shall be dropped from the roll, and the pupil not permitted to enjoy the privileges of the Normal School until it is either paid, or the fine remitted by the Board. Absence caused by sickness shall be excused.

SEC. 75. In case of the lateness of teachers at the opening of the school sessions, the Principal in charge shall reprimand and caution the delinquent. If the same course is persisted in, and the warning not heeded, the Principal shall report to the Committee on Teachers, Salaries and School Government, giving full details. After deliberating thereon, the Committee may recommend to the Board for adoption a course of discipline, which may involve fine, suspension, or dismissal, as they may think the case on its merits deserves.

SEC. 76. In case of the absence of a Principal for a short time without any permit, the Committee on Teachers, Salaries and School Government may treat the case as its merits require or suggest, in case any discipline (in their opinion) may be required, the course thought best by the Committee, may be recommended to the Board in writing. In case of short periods of sickness, the Committee may deal with the matter as a judicious discretion may suggest. In cases where the absence is more than two days, for sickness, the Committee shall report to the Board, and ask for directions and authority to deal with the matter in such manner as the Board may determine.

SEC. 77. In case a Janitor or Engineer wants to be absent, the President or a member of the Committee on Teachers, Salaries and School Government may excuse him for one day; he must furnish a competent substitute, such substitute to be approved by a member of the Committee, or by the Principal of the school. In cases of sickness they may be excused by furnishing the Committee with a physician's certificate; provided, that more than two days shall not be allowed in any one month. If sick for a longer term than two days, they shall furnish a competent substitute, whom they shall pay (see Sec. 122, page 41).

SEC. 78. In case any employee is prevented by the provisions of the law, or the Regulations or Rules of the Board from doing duty in School on account of a contagious disease being in his or her residence, no pay shall be deducted for such absence; provided always, that the facts are certified to the Board or Committee, by a physician's certificate.

SEC. 79. All permits for absence must be made out on a proper form, and signed, and be filed with the Principal, or party in authority before the fine for the delinquency can be remitted.

## OPENING AND CLOSING EXERCISES.

### RULE LVI.

SEC. 80. The opening and closing of the Schools shall be conducted by the Principals and Vice-Principals. The Principal shall officiate on the floor on which the senior grammar classes are located, the first Vice-Principal on the floor on which the junior grammar classes are placed, and the second Vice-Principal in the Primary Department. For satisfactory reasons the Principal may temporarily change places with the Vice-Principals.

### RULE LVII.

SEC. 81. The opening exercises of each department shall consist of the reading of a chapter out of the Bible, (no comments to be made), and repeating the Lord's Prayer. During the above exercises the doors shall be kept closed, perfect quiet and good order shall be observed.

### RULE LVIII.

SEC. 82. The opening exercises shall close at 9:15 A. M., and classes at that time shall repair to their respective rooms, accompanied by their teachers, unless permission be given to remain longer by the Principal or by a member of the Board of Education.

### RULE LIX.

SEC. 83. No pupil shall be detained in the School between the hours of 12 M. and 1 P. M., except in cases of half day sessions.

### RULE LX.

SEC. 84. The Principals shall keep a record of the time when teachers arrive and leave their classes.

### RULE LXI.

SEC. 85. The Schools shall be dismissed according to the following formula:

**For the Primary Departments**—The first bell shall sound at 11:30 A. M. and at 2:30 P. M. for discontinuing the class exercises. Five minutes shall be allowed for preparing to dismiss; at the end of the five minutes the second bell shall sound, when the classes shall leave the rooms and the building in an orderly manner.

**SEC. 86. For the Grammar Departments**—The same order and method shall be observed as above, except that the time for the first bell to sound shall be 11:45 A. M. and 2:55 P. M., and the second bell five minutes later.

SEC. 87. Principals are required to see that the above time and arrangements are strictly carried out (see Sec. 165, page 50).

## THE HIGH SCHOOL.

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### RULE LXII.

SEC. 88. The High School shall be separate from and independent of the Grammar Schools. The Principal and assistant Teachers shall be subject to the same general Rules and Regulations which apply to other Principals and teachers. The same formalities as to opening and closing exercises shall be observed.

### RULE LXIII.

SEC. 89. The High School shall be under the direction and control of a Male Principal, who shall personally teach Algebra, Natural Philosophy Book-keeping, Geometry, and Trigonometry. These studies shall not be taught by any other teacher except in cases where the Principal is necessarily absent or otherwise temporarily employed.

### RULE LXIV.

SEC. 90. The High School shall consist of three classes, viz.: A first, second, and third class. The latter shall be divided into A and B divisions. The necessity for any different arrangement in these classes or divisions shall be decided by the Board of Education. The studies pursued in each class shall be those laid down in the Manual as "The Course of Studies for the High School."

### RULE LXV.

SEC. 91. The tuition in the High School shall be a three years' course. None of the studies laid down in the curriculum shall be elective. Pupils entering the High School—if they remain during the whole term—are required to go through the whole course.

### RULE LXVI.

SEC. 92. Pupils for admission to the High School shall be proficient in the following studies:

**Arithmetic**—Through the general business rules, including percentage; interest, simple and compound; discount, true and bank; stocks; fire insurance; proportion; partnership.

**Grammar**—Parts of speech, with their properties and simple analysis of sentences.

**History of the United States**—It is expected that the pupils shall have a good full acquaintance with the entire subject as presented in our school histories.

**Spelling**—A list of ordinary words selected from books in use in our schools.



**Geography**—General knowledge of the entire subject; also a proficiency in all the Grammar grade studies.

#### GERMAN.

Pupils intending to enter the High School shall know the names in German of objects found at home and in school; such as furniture, clothing, part of house; also names of familiar plants and animals.

#### RULE LXVII.

SEC. 93. The Principals of the Grammar Schools shall certify to the Principal of the High School such names as are qualified by the above standard to enter the High School. The Principal of the High School shall receive them. In case they are found unfit—after a reasonable trial—the Principal of the High School shall so notify the Superintending Principal, who shall return them to the Grammar School from which they have graduated. He may—for what he and the Committee on Teachers, Salaries and School Government consider good reasons—send them to another Grammar School.

#### RULE LXVIII.

SEC. 94. In case of pupils, not residing in Hoboken, presenting themselves for admission to the High School, they may be admitted, after an examination by the Superintending Principal. If found deficient for entrance to the lowest division of the High School, they shall be sent to a Grammar School in the same manner as provided for others who prove unfitted, provided always that said pupil shall pay, in advance to the Superintending Principal, five dollars per annum (for book and stationery expenses). (See Rule 94, Sec 156, page 48). The Principal of the High School shall see that non-resident pupils pay their tuition fees. The admission of new non-resident pupils shall be reported immediately to the Superintending Principal, giving residence and date of admission.

#### RULE LXIX.

SEC. 95. The time for commencing the High School terms shall be the first school day in September—immediately after the Summer vacation. Principals shall send to the Superintending Principal, and he shall at once forward to the Principal of the High School, certificates naming those who are fitted by proficiency in the Grammar grade studies, etc., for admission to the High School not later than the last week of June of each year. All the names of those who are fitted shall be sent, whether the pupils intend to take the High School course or not. The above arrangement shall not preclude any pupil from entering throughout the year, provided always, that the proficiency of the applicant is such that he or she can fall into that part of the regular grade which is in use in the lowest division of the High School at the time he or she applies. The Principal of the High School will determine this point. The names of those who enter the High School shall be sent to the Board in the form of a report by the Superintending Principal, which shall be printed in the minutes.



## RULE LXX.

SEC. 96. During the three years' course, the Principal of the High School shall see that there is thoroughness in the teaching, and any pupil who is unfit shall not be promoted into the next higher class until the Principal is convinced that he or she has a thorough proficiency in the lower grade.

## RULE LXXI.

SEC. 97. The annual examinations in the several classes shall take place in June of each year, and shall embrace the studies for each, relatively, as laid down in the "Course of Studies" for the High School.

SEC. 98. The Committee on Teachers, Salaries and School Government shall conduct the examination, assisted by the Superintending Principal, the Principal of the High School, and the Vice-Principal of the High School. The questions shall be prepared by the Superintending Principal, and by the Committee on Teachers, Salaries and School Government, and shall not be exposed for any purpose or under any pretence whatever until presented on the day of examination.

## RULE LXXII.

SEC. 99. There shall be required for graduation a general average of eighty per cent.—the maximum being one hundred. Any pupil falling below fifty per cent. in any study shall not be graduated. German shall not be considered or counted as a test study in making up the general averages. Every graduate of the High School shall be entitled to a suitable diploma, to be furnished without delay, signed by the President and Clerk of the Board, the Committee on Teachers, Salaries and School Government, the Superintending Principal and the Principal of the High School. (See Sec. 146, page 46).

## RULE LXXIII.

SEC. 100. The Principal of the High School may promote pupils from one division to another any time during the year when he thinks their proficiency will warrant it, but never for any other reason.

## RULE LXXIV.

SEC. 101. The Teachers of the High School shall keep any records or registers required by the Rules or Regulations. They shall assist the Principal in any school duties which he may assign to them. The German and Drawing Teachers shall assist at the examination in their particular branches. They shall also conform to the arrangements of the High School and be under the general direction of the Principal of the High School while there.

SEC. 102. High School "Commencements" shall be held under the direction of the Board of Education.

## JANITORS AND ENGINEERS.

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### RULE LXXV.

SEC. 103. Janitors must reside in the city, near the school which they may have charge of. When they change their residence they must at once notify the Principal and the Board.

SEC. 104. The Janitors or Engineers in charge must have the fires in the stoves or furnaces of the different buildings lighted a sufficient length of time before school time in the morning to have the rooms comfortable and sufficiently warm for the reception of pupils by or before 8 o'clock A. M.

### RULE LXXVI.

SEC. 105. Before leaving the building, the Janitor shall see that all the windows and doors are closed and made secure, the fires safe, and the gas turned off from the meters (should there be any in the building).

### RULE LXXVII.

SEC. 106. Janitor must not admit any improper persons whatsoever into the school buildings or yards at any time.

SEC. 107. Janitors or other employees must not, under any pretence whatever, sell or dispose of any school property, without permission being first obtained from the Board.

### RULE LXXVIII.

SEC. 108. In the Winter season, and at such other times as may be necessary, sufficient fuel must be kept in a proper place in the different departments, to prevent (in his absence) the fires from going out. He must notify the Principal in case his fuel is becoming exhausted.

### RULE LXXIX.

SEC. 109. The Janitors must keep the yards and water-closets, at all times perfectly clean, by a free and frequent use of water, and empty the sinks once each day; scrub the floors of all the entries, passages, stairways and floors in all of the rooms occupied for school purposes; dust the side walls, blinds and cornices, and wash the windows at least every month; he shall cause all the snow which may fall on the sidewalk in front of the school or on the roof, to be removed at his own expense, to the carriage way in the street, before eight o'clock in the morning of every school day, and, in all cases, within twenty-four hours after the storm shall have ceased; and the passages to the privies must be kept clear from snow at all times.

## RULE LXXX.

SEC. 110. In the Winter season, the Janitor is required to clear the yards of snow, as soon as possible after it has ceased falling, and to keep the play grounds as clean and dry as circumstances will permit. During stormy weather, the Janitor shall see that the entrance doors are open, not later (in the morning) than 8 o'clock. Pupils shall not, in stormy weather, be compelled to wait outside, but shall be admitted to the school building.

## RULE LXXXI.

SEC. 111. The Janitor must also keep the desks and seats in the different departments, as far as possible, perfectly free from dust; and he must devote all his time during school hours to attending to and seeing if anything is necessary to be done for the general interest of the teachers, scholars and the schools, and promptly obey all proper directions of the Principals.

## RULE LXXXII.

SEC. 112. The Janitors shall have charge of the School buildings and premises during vacation, and shall have care of all fuel, and of storing the same, and shall keep an account of such storing, and report to the Board. No Janitor, absent without permission during school sessions, shall be paid for the day's service, unless such absence shall be excused, as provided in Sec. 77, Rule 55 (Rules and Regulations).

## RULE LXXXIII.

SEC. 113. The Engineer shall attend to the heating of the school and see that the heating apparatus is kept in good repair and the boiler clean; he shall report to the Principal or the Committee on Repairs any wearing out or deficiency in the boiler, pipes or radiators; he shall do the necessary screening of coal and remove all the ashes and dirt accumulating in his department to such convenient place for the same in the yard or street as the Committee on Teachers, Salaries and School Government may direct. At the end of the Winter term, he shall do what is known in the trade as "laying up the boiler." Everything shall be cleaned and oiled where necessary. He shall not be paid extra for any time he may remain during the night, but he shall remain in case it is necessary to secure a proper degree of heat in the school during the next day. He shall not under any circumstances carry more than forty pounds of steam, as marked upon the gauge. He shall also see that his steam gauge is registering truly. He shall see that the building is heated when any meeting is held.

## RULE LXXXIV.

SEC. 114. The Principal of each school is required to see that these rules are not violated by the Janitor or Engineers, and he shall report any delinquency on the part of such Janitors or Engineers immediately, to the Committee on Teachers, Salaries and School Government.

## RULE LXXXV.

SEC. 115. Any violation of the foregoing rules by the Janitor or Engineers will subject them to a prompt dismissal by the Board of Education.

## SCHOLARS.

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### RULE LXXXVI.

SEC. 116. All pupils enjoying school privileges are required to be subject to the discipline of the schools, and to obey their Principals and teachers. No pupil shall have the right to elect what rule or rules he or she will obey or what not. A refusal to obey will be considered proper cause for suspension or expulsion, as the Board may determine.

SEC. 117. Any scholar absent at the opening of the school, without excuse, inattentive to studies while in school, or in any manner disorderly, shall be liable to such discipline as the Board may determine; and should any scholar be constantly irregular in his or her attendance, it shall be the duty of the Principal to notify the parents that if said scholar does not regularly attend the school his or her books will be required and the scholar dismissed.

### RULE LXXXVII.

SEC. 118. All excuses for absence or late attendance, or any other request from the parents, or guardians must be rendered in writing.

### RULE LXXXVIII.

SEC. 119. No scholar shall be admitted into the schools after 9.30 A. M. and 1.30 P. M, unless by permission of the Principal.

### RULE LXXXIX.

SEC. 120. Pupils who have once been supplied with books will be required by the Principal to replace or pay for them in case of loss or unnecessary injury.

### RULE XC.

SEC. 121. Pupils who shall wilfully deface or injure the furniture, shall for the first offence, be compelled to forfeit the damage; for the second offence, they shall be summarily dismissed. The same rules to apply in all other cases, such as writing on fences or in water closets, or in any way defacing the building.

### RULE XCI.

SEC. 122. Pupils are required to keep the books, loaned to them for use in school, or at home, properly covered; and all who fail to do this, after due notice, shall have such books as remain uncovered, taken from them by their teachers, who shall retain them until the defaulting party agrees to comply with the requirements.

### RULE XCII.

SEC. 123. When a pupil has been absent more than five consecutive



days, for any cause, his or her name shall be stricken from the register at the end of that time; the absence however, shall be recorded while the name remains on the roll. Such scholar may re-enter school at any time, subject to the Rules.

#### RULE XCIII.

SEC. 124. Regular pupils, whose names have been enrolled, but who are not present on the first day after vacation, shall not be marked as absent.

#### RULE XCIV.

SEC. 125. For the purpose of obtaining the average attendance, a record shall be kept of the number of pupils present at each morning and each afternoon session. The sum of such numbers during any week or other specified period of time, divided by the number of sessions during that time, shall be considered the average attendance. No allowance is to be made for stormy days, but the attendance at every session must invariably be taken into account when calculating the average attendance.

#### RULE XCV.

SEC. 126. No pupil shall be considered present at any session unless he or she shall have been present at least one-half of the session. All pupils who enter the school after 9 or 1 o'clock, shall be considered late.

### NORMAL SCHOOL.—GRADUATIONS.

#### RULE XCVI.

SEC. 127. The Board of Education shall maintain a Normal School for the benefit of young teachers, and such as purpose to become teachers in the Public Schools of Hoboken. The Board shall from time to time make Rules and Regulations for its management, and appoint such Teachers as circumstances and the number of pupils may require.

SEC. 128. The sessions of the Normal School shall be held on the forenoon of each Saturday (except during vacation), from 9 to 12 o'clock.

#### RULE XCVII.

SEC. 129. All teachers below the grade of Principal, who have not already graduated, shall be required to attend Normal School. All teachers must attend at least two years, unless excused by the Board, which shall be done only for good and sufficient reason, and shall be passed by a two-third vote of a full Board.

#### RULE XCVIII.

SEC. 130. Persons who desire admission into the Normal School and who are candidates for the position of teachers in the Hoboken Schools, may be admitted to its privileges by undergoing an examination, which shall show that they are proficient in Geography, Arithmetic, to and through the



principles, definitions, parsing and analysis of sentences of English Composition. They shall also be familiar with all the Grammar Grade studies.

SEC. 131. Pupils attending the High School shall not be eligible to attend Normal School at the same time.

#### RULE XCIX.

SEC. 132. The examinations for admission to the Normal School shall be held on the last Saturday of April and October of each year; they shall be held under the direction of the Normal School Examination Committee, and shall be conducted by the teachers of the Normal School and the Superintending Principal. The Committee and Examiners shall be the judges of the fitness of pupils for admission. They shall make a report to the Board as to the result of the examinations.

SEC. 133. Special examination for admission may be held by direction of the Board. High School Graduates shall not be required to go through this examination for admission to the Normal School.

#### RULE C.

SEC. 134. The division of the pupils into classes and the studies to be pursued in each class, and what each teacher shall teach, shall be determined by the Committee on Normal School. The teaching shall relate more to methods of teaching than to the technical branches, which pupils are supposed to, and should have acquired elsewhere.

SEC. 135. The Principal shall be responsible for the proper conducting of the Normal School; he shall keep a record of the attendance of both pupils and teachers; he shall see that proper care is taken of books and stationery used in the Normal School; he shall report monthly to the Board, the attendance and status of the school.

#### RULE CI.

SEC. 136. Examinations for graduations shall be held on the second Saturday in October, and be continued until completed, or at such other times as the Board may direct. These examinations shall be held under the direction of the Committee on Normal School Examination. The Superintending Principal, with such assistants as he may designate, shall conduct the examinations. The teachers of the High School, or the Normal School, shall assist in marking the papers if so required by the Superintending Principals and with the approval of the Normal School Examination Committee.

SEC. 137. The pupils shall be examined in Arithmetic, Orthography, Grammar, Theory and Practice of Teaching, Reading, Writing, Geography, History, Book-keeping, Physiology, Natural Philosophy, English Composi-

tion, Algebra, History of Pedagogy, Constitution of the United States, and School Law of New Jersey. On the first four studies, named above, a special average of seventy-five will be required. On the general average, which will embrace all the above studies, an average of eighty will be required, rating on a scale of 100. Any pupil who is lower than seventy on any one study will not be graduated. The averages will be found by adding all the per centages of such studies together, and dividing the sum by the whole number—special or general average, as the case may be. German shall not be made a test study in making up the general average for graduation.

#### RULE CII.

SEC. 138. All questions for Normal School Examination for graduations shall be printed on a copygram, under the supervision of the Superintending Principal, and the Committee on Normal School Examination. They shall be struck off on the evening preceding the examination, in the Board-room, with the doors locked, and no one present but those engaged in doing the work. After being struck off, they shall be locked in the safe in the Board-room until used. The Superintending Principal shall see to it, that no one but the Committee and the Examiners shall see them until they are used at the examination. He shall permit no one to take away a copy of any part of the questions prior to their use; if such is done, any one concerned seeing it, are required to report to the Board at once, giving the details.

SEC. 139. The questions shall be of the same grade, as regards difficulty, as those used at the County examinations.

#### RULE CIII.

SEC. 140. No Normal School pupil shall be graduated who is not 18 years of age, neither shall any one be appointed as a teacher who has not attended Normal School.

#### RULE CIV.

SEC. 141. When the examinations are completed, a record of the per centages attained in each study shall be made in a Record-Book kept for that purpose. The Committee in charge shall report to the Board, (as soon as convenient), the result of the examinations, assigning the one with the highest per centage on the general average to the first place on the list, and so on throughout, the highest per centage having the highest place on the list. Any one who fails and desires a re-examination in special studies, will apply to the Board, who may grant the same, if good reason is shown why it should be done. The privilege shall be granted only, when two-thirds of a full Board votes in its favor. In case the pupil graduates after a re-examination he or she shall go to the lower end of the list, immediately after the lowest who did not fail. Teachers who have left the department with a good record,

and desire to return, after application to the Board, shall be put on the "Official List" after the above.

#### RULE CV.

SEC. 142. All pupils who succeed at the above examination shall receive an engrossed Diploma, on which shall be affixed the official seal of the School Department; it shall be signed by the President and Clerk of the Board, by the Committee on Normal School Examination, the Superintending Principal and Board of Examiners.

SEC. 143. The Board shall only grant Diplomas to those who graduate as above, and who correspond to those receiving first grade certificates from the County Board of Examiners, lower grades shall not be granted or considered. All those who have graduated as above provided for, shall be exempt from further examination unless the Board of Education considers that there is a special necessity for it.

SEC. 144. The Board may annul any Diploma issued by it, any time it sees good reason for doing so.

#### RULE CVI.

SEC. 145. Appointment as monitresses shall be made from among those who have graduated from the Normal School. In assigning monitresses, the Superintending Principal shall give the first chance to the highest on the list who may be available or disengaged. (See SEC. 65, page 33.)

SEC. 146. In case no Normal School graduates are available for temporary teaching, the Superintending Principal shall fall back upon graduates of the High School, taking the one first, who has graduated with the highest per centage.

## TEACHERS' MEETINGS.

#### RULE CVII.

SEC. 147. All teachers and monitors shall be required to attend Monthly Meetings, at School Building No. 4, on the second Wednesday of each school month, commencing at 3:30 P. M., and continuing in session two hours.

These meetings shall be held for the purpose of discussing subjects belonging to the teachers' profession, and for mutual improvement in the art of teaching and the management of schools and classes.

SEC. 148. The Superintending Principal shall preside at these meetings. He shall see that good order is maintained; he shall report persistent violations of the same to the Committee on Teachers, Salaries and School Government, who shall take the necessary steps to preserve discipline.

## NIGHT SCHOOLS.

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### RULE CVIII.

SEC. 149. When Night Schools are established, they shall commence the first Monday in November, and end the last Friday in February. They shall be opened punctually at 7 o'clock and close at 9 o'clock P. M., having a two hours' session.

### RULE CIX.

SEC. 150. The pupils shall be recommended by a parent or guardian. If neither exists, then a certificate from some responsible citizen will be received. A card of admission will be issued to pupils who are received; such card must be shown to the Janitor, on each evening of meeting, at the entrance door.

### RULE CX.

SEC. 151. In case of gross misconduct on the part of any pupil, he or she shall be expelled, and shall not again be received during that season.

### RULE CXI.

SEC. 152. The number of teachers necessary shall be appointed by the Board. They shall receive such compensation as may be named by the Board of Education. One of the number shall be named as Principal. The Janitor shall also be paid such sum as may be designated.

### RULE CXII.

SEC. 153. When any class in the night school runs down below an average of fifteen, each session for a week, it shall be consolidated with another class and a teacher dismissed. All teachers shall make the necessary reports to the Principal.

## SCHOOL CENSUS.

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### RULE CXIII.

SEC. 154. During the last part of April, in each year, the Board of Education shall appoint in each Ward, a School Census Enumerator, whose duty it shall be to take the School census, in all respects as required by the State School Laws, and the Rules and Regulations of the Board of Education. The parties so appointed cannot delegate their powers, or sublet their work to others who have not been appointed. They may, however, use assistants to

help them in their work, except in what relates to the essential facts, such as the number of children of legal school age, (from 5 to 18 years); this in all cases, must come within their own knowledge. The work, properly attested, and sworn to, as the law requires, must be reported to the Board of Education as soon after completion as possible. It must be approved, as to facts and form, by the Board of Education, and by the Superintendent of Public Schools for the County of Hudson, before it can be paid for.

SEC. 155. Before commencing the work, the enumerator shall take the following oath and subscribe to the same, and file it with the Clerk of the Board of Education:

STATE OF NEW JERSEY. }  
COUNTY OF HUDSON. } ss:

I, \_\_\_\_\_  
residing at No. \_\_\_\_\_ Hoboken, N. J., who have been  
appointed census enumerator by the Board of Education of the City of  
Hoboken, N. J. to take the census of children of School age in the \_\_\_\_\_  
Ward City of Hoboken, N. J., for May, 189--, do hereby solemnly swear and  
bind myself to take said school census, truly and correctly, in all respects as  
the State School Laws, and the Rules and Regulations of the Board of Educa-  
tion require.

\_\_\_\_\_ Enumerator.  
Sworn and subscribed before me at }  
Hoboken, N. J., this \_\_\_\_\_ 189--, }

## MISCELLANEOUS.

### RULE CXIV.

SEC. 156. Pupils from outside the city limits shall not be admitted to the Grammar Schools except the parents or guardians are tax payers in Hoboken. Any one desiring admission to the High School from outside the city limits shall apply to the Board in writing, and if not inconsistent with accommodating our own pupils, they may be admitted, provided always that they pay for their books and stationery, in advance. (See Sec. 94, page 38.)

### RULE CXV.

SEC. 157. Whenever any person or persons not entitled to admission without special consent, shall ask to be admitted, the Janitor shall conduct such person or persons to the Principal's room, and he shall have power to grant or refuse the request, being responsible to the Board of Education for the proper use of this power.

SEC. 158. No entertainments or exhibitions of any kind shall be allowed in the school buildings without permission from the Board. This shall not be con-



strued to mean the ordinary school exercises at holidays, or other times of note.

#### RULE CXVI.

SEC. 159. All entrances to the school, or school grounds shall be kept shut, except at the time when teachers and pupils are making ingress or egress, morning and afternoon. The Janitor, and such assistants as he may appoint, shall be at the doors and gates. When the outside doors are fastened the Janitor shall be conveniently near.

#### RULE CXVII.

SEC. 160. Promotions of scholars shall only be made after due examination by the Principal, and consent of the Committee on Teachers, Salaries and School Government. Admissions from Grammar Schools to the High School shall be from the first or highest classes, and not from any other. Pupils must go through all the Grammar Grades before entering the High School.

SEC. 161. There shall be in each Grammar School ten grades. In case the pupils are in excess of the usual number for a class, additional classes shall be formed; these shall be designated as A, B and C, etc., classes. In case the proper number for a class of the regular grade is lacking, the class may be made up from some other grade where there is an excess; each pupil so transferred must be taught the lessons of the grade to which he or she rightfully belongs. (See Sec. 35, page 28.)

#### RULE CXVIII.

SEC. 162. The vacations and holidays shall be as follows: The day commonly known as Good Friday, the anniversary of Washington's Birthday, Decoration Day, the Fourth of July, Labor Day and the day appointed by the Governor or President for a public Fast or Thanksgiving, (the day following Thanksgiving, when such latter days shall fall on Thursday), Christmas Day, the second of January, the interval between the last two mentioned days, and the day next following any day above specified, when such latter day shall be Sunday. The Summer vacation shall commence on the last school day preceding the 4th of July, and continue until the first Tuesday in September, or to such time as the Board may determine.

#### RULE CXIX.

SEC. 163. By specific direction of the President of the Board, and the Committee on Teachers Salaries and School Government, the schools may be closed upon any day, or part of a day, for good and sufficient reasons, but the fact of such closing and the reasons therefor shall be reported to the Board at its next regular meeting.

#### RULE CXX.

SEC. 164. When pupils complete their Grammar School Course of Study, according to the requirements of the School Department, the Board of Educa-

tion shall provide and present to each, a Diploma, which shall bear the Seal of the School Department, and be signed by the President and Clerk of the Board, by the Principal of the School, and by the Superintending Principal

#### RULE CXXI.

SEC. 165. All classes which have an average of 95 per cent. of attendance throughout the week shall be dismissed at 2 o'clock on Friday. This applies to a full week of teaching. Teachers in such cases shall not leave their classrooms until the regular time for dismissal. For purposes of calculation for the fractional parts of a month, twenty days, in the absences of other data, shall be considered a teacher's month's work.

#### RULE CXXII.

SEC. 166. In case it becomes necessary to investigate the conduct of a member of the Board or of a teacher, or other employee, charges and specifications must be submitted in writing. The Board may by a majority vote direct the Clerk to make such charges and specifications. If the charges relate to a teacher, the examination shall be conducted by the Committee on Teachers, Salaries, and School Government. If a Member of the Board is charged, a Committee of the Whole shall hear the case. Sworn testimony alone shall be received. All such examination shall be conducted in executive session and minutes kept. Counsel may be admitted at the discretion of the Board. The verdict of the Examining Body shall be made in writing and shall be in the form of a report addressed to the Board. Any one concerned shall not be intimidated or discouraged by sarcastic or ungentlemanly remarks.

#### RULE CXXIII.

SEC. 167. Promotions based on proficiency may be made at any time during the year. Formal examinations shall be made in June immediately preceding the Summer vacations at such time as the Committee on Teachers, Salaries and School Government may determine, consistent with getting through with such examinations. After such examinations, the classes shall be kept employed at useful work. The Principal shall see that disorganization is not allowed pending examinations or immediately previous to the regular vacations.

#### RULE CXXIV.

SEC. 168. In order that the "Course of Study" provided for in this Manual, may be more effectually carried out, and a uniform and definite result reached after going through the "Course," the Committee on Teachers, Salaries and School Government, and the Principals of the different Schools, shall meet together from time to time to consult and determine in relation to the selection of suitable sets of text books for use in teaching the various grade studies, particularly in such studies as Geography, Arithmetic and

Grammar, as relates to Reading and History; the selections made shall be copious and ample; all selections must be made from books put upon the list and approved by the Board of Education. The list of selections may be extended or changed at any time, as necessity may require or suggest.

#### RULE CXXV.

SEC. 169. On and after May 1st, 1891, teachers having taught in the Hoboken Public Schools ten and less than fifteen years, shall receive as salary, at the rate of not less than \$600 per annum; teachers having taught fifteen and less than twenty years, shall receive at the rate of not less than \$660 per annum, and teachers having taught twenty years, or over, shall receive not less than at the rate of \$720 per annum. The above arrangement shall not affect regular class or grade salaries, where teachers hold, or may be promoted to positions which entitle them to more than the above rates. It shall apply only in cases where teachers have not happened to get the usual promotions by vacancies occurring in their respective Schools. It shall only be paid to teachers who hold a first grade certificate, and who have a uniformly good record as teachers. This clause shall be subject to a fair and reasonable construction.

### GENERAL REMARKS.

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Notwithstanding that it is expected that these Rules and Regulations will be carried out in good faith, and that their observance will be enforced, it is not intended that they shall be so administered as to be oppressive to honest teachers or pupils. They are intended to operate as precepts rather than as mandates. Fines paid are not considered the equivalent of good honest service.

The Schools should be conducted so as to secure, by good judgment as much flexibility as possible; advice, friendship, and assistance should be the moving impulse, rather than authority; compulsion should be used only when other methods fail.

Principals should see that what is known among schools as the "cramming" process of pupils, is avoided, and that the education is gradual, rational and thorough. Pupils should not be forced, unnaturally, beyond their speed, to the injury of their health. They should not be promoted until they are proficient in their present grades. Neither should any pupil be kept back who is able to go forward; providing always, that grades must not be skipped over in making promotions.

Liberal provision is made in these Rules and Regulations for superintendence by the Principals, and it is expected that due attention will be paid to important details, especially to the ventilation and other sanitary arrangements of the schools. A close and regular observation by the Principals will enable them to check and remove in a great measure, many of the serious drawbacks

incident to Public Schools. Principals should not under any circumstances receive more pupils into their respective schools than their class-rooms can accommodate.

## DUTIES OF THE LIBRARIAN.

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RULE 1. The Librarian shall keep a strict record of the names of persons taking out books, the dates when taken out, and when returned, and the condition of the books when returned; she shall also keep a written list of all books purchased for the library, together with the price of same. The Librarian shall, under the supervision of the Committee on Library, prepare a catalogue when required to do so.

RULE 2. In the month of April of each year, the Librarian shall make a report of the condition of the library to the Committee, giving such details as they may require.

RULE 3. The library shall be kept open on Mondays and Thursdays of each week, except on holidays, or during vacations, from 3.30 P. M. to 6 P. M. for the delivery and return of books. If unavoidably absent, the Librarian shall furnish a substitute at her own cost, said substitute to be approved of by the Library Committee.

RULE 4. All teachers, pupils of the Normal and High School, and pupils of the first and second classes of the Grammar Schools, and members of the Board of Education shall have the privilege of using the library books, under such rules and restrictions as the Board may from time to time establish.

RULE 5. Pupils of the various schools, when applying to the Librarian for books, shall present a certificate or card from the Principal of the School to which they belong, stating their name and position in the school.

RULE 6. Dictionaries, Encyclopedias, Maps or Atlases, shall not be taken from the library room.

RULE 7. No person shall be allowed to retain a book longer than two weeks.

RULE 8. If a book is seriously damaged or lost, the person to whom it is charged at the time of its injury or disappearance, shall furnish a new book of the same kind, or pay for the same; and any person refusing to replace or pay for such book shall thereafter be deprived of the privileges of the library.

RULE 9. Teachers whose classes make use of the library are requested to see that books taken out by their pupils are returned as the rules require, and also to use their influence toward the care of the books.

RULE 10. It shall be the duty of the Librarian to cover and number all the books contained in the library, and to perform all other duties pertaining to the care of the library without additional compensation.



COURSE OF STUDIES

—IN THE—

➤ HIGH SCHOOL ➤

—AND IN THE—

VARIOUS GRAMMAR SCHOOLS

IN THE CITY OF HOBOKEN.

---

HIGH SCHOOL.

---

COURSE OF STUDY.

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*First Year—First Term.*

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**Arithmetic.**—Percentage, Simple and Compound Interest, Profit and Loss, Ratio and Proportion, True Bank and Commercial Discount.

**Algebra.**—Addition, Subtraction, Multiplication, Division, Factoring, Greatest Common Divisor.

**History.**—Ancient Empires, Mythological History.

**Grammar.**—Formation of Sentences, Analysis, Parsing, Diagraming.

**Dictation.**—Selections from Standard American Authors (Special Attention to Punctuation).

**Memory Selections.**—Standard American Authors.

**Elocution.**—General Principles, Voice Culture, Clearness of Enunciation.

**Etymology.**—Prefixes, Suffixes, Roots.

**Compositions.**—Twice each week.

**German Exercises.**

**Drawing.**



*First Year—Second Term.*

**Arithmetic.**—Partial Payments, Insurance, Duties, Exchange, Stocks, Partnership, Square and Cube Root.

**Algebra.**—Least Common Multiple, Fractions, Equations of First Degree, involving one unknown quantity.

**History.**—Greece and Rome.

**Physiology.**—Anatomy, Physiology, Hygiene, Narcotics.

**Grammar.**—Synthesis, Analysis, Diagraming.

**Dictation.**—Selections from Standard English Authors (Special attention to Punctuation and Paragraphing).

**Memory Selections** —Standard English Authors.

**Elocution.**—Same as first term. Declamation.

**Compositions** —Twice each week.

**German Exercises.**

**Drawing.**

*Second Year—First Term.*

**Algebra.**—Simple Equations.

**Metric System.**

**History.**—Mediaeval History.

**Rhetoric.**—Introduction, Style, Diction, Sentences, Figures, Special Properties, Versification, Poetry, Prose Composition, Invention.

**Physics.**—Matter, Motion and Force, Dynamics, Gravitation, Energy, Simple Machines, Liquids, Pneumatics.

**Compositions.**

**Book-keeping.**—Double Entry, Business Forms, Correspondence, Business Arithmetic.

**Mensuration.**—Polygons, Triangles, Circles, Quadrilaterals.

**Elocution.**—Vocal Exercises, Readings, Declamation.

**German.**

**Drawing.**

*Second Year—Second Term.*

**Algebra.**—Involution, Evolution, Radicals.

**Mensuration.**—Solids, Measurement with Practical Applications.

**Physics.**—Electricity and Magnetism, Sound, Heat, Light.—Review.

**History.**—History of England.

**Geometry.**—Rectangular Figures, Circles.

**Literature.**—English Authors. Brief Outline of English Authors.

**Compositions.****Elocution.**—Vocal Exercises, Reading, Declamation.**German.****Drawing.****Book-keeping.**—Continued. Commercial Arithmetic, Correspondence.*Third Year—First Term.***Algebra.**—Quadratics, Proportion.**Geometry.**—Similar Polygons, Areas of Polygons, Regular Polygons, Circles.**History.**—Modern History Completed.**Literature.**—American Authors.**Physical Geography.**—The Earth, the Land, the Waters, the Atmosphere, Life upon the Earth.**Compositions.****Elocution.**—Vocal Exercises, Reading and Declamation.**German.****Drawing.***Third Year—Second Term.***Algebra.**—Progressions, Permutations, Undetermined Coefficients, Series, Review.**Geometry.**—Plane and Solid Angles, Review.**Plane Trigonometry.**—Right and Oblique Angles with their applications to the measurement of heights, distances, etc.**History.**—General History Reviewed.**Literature.**—General Review of English and American Authors.**Elocution.**—Vocal Exercises, Declamation, Reading.**Astronomy.**—The Stars, the Solar System, the Planets, the Moon, Eclipses, Comets, Meteoric Bodies, Apparent Movements of Heavenly Bodies, Measurement of Time.**German.****Drawing.****General Review.**

## PRIMARY COURSE.

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### TENTH GRADE.

*Reading.*—Use the Black-board and Script Letters.

Observe the following order :

1. The idea to be represented by the word to be learned.
2. The word as a sound, and its correct utterance by the pupil.
3. The word as a form—its recognition at sight.
4. Analysis of the word by its elementary sound.
5. Analysis by letter.
6. Group words into phrases and sentences.

In selecting words to be learned observe the following order:

1. Names of object, as hat, cat, dog, etc.
2. Quality words, as old, new, good, etc.
3. Action words, as see, run, play, etc.
4. Other words as needed in forming phrases and sentences.

When enough letters and their principal sounds have been learned, the printed form may be taught, by comparing the written form on the Black-board with the printed form on the Chart or in the Reader.

Reading from Chart, Leaflet or Reader. By pleasant talks, familiarize the pupil with the words taught.

Insist on natural tones and proper phrasing.

*Spelling*—

1. Copying words from blackboard.
2. Spell orally words in reading lesson.
3. Dictation, words and short sentences.

*Writing.*

1. Exercises to teach arm movements.
2. Copy letters and words from black-board.
3. Dictation Exercises.

*Geography.*—Conversational lessons, location of School Building, Street, House, etc.

*Oral.*—Miscellaneous Lessons.

1. On color.
2. Common objects.
3. Human body, five senses.
4. Cleanness, politeness, truthfulness, honesty, obedience, kindness.
5. On form.

*Physical Exercises.*

1. Calisthenics; hand, arm, feet, head, body movements at frequent intervals.
2. Pupils to be taught to sit and stand correctly.
3. Careful attention to be given to ventilation.

*Language Lessons.*

1. Oral Exercises to cultivate promptness, and the correct use of language.
2. Use given words in short sentences.

- |    |            |                                                                                                                           |        |                                                                                                           |             |                                                                           |
|----|------------|---------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------|
| 3. | What I can | $\left\{ \begin{array}{l} \text{see.} \\ \text{hear.} \\ \text{taste.} \\ \text{feel.} \\ \text{do.} \end{array} \right.$ | What I | $\left\{ \begin{array}{l} \text{want.} \\ \text{wear.} \\ \text{saw.} \\ \text{eat.} \end{array} \right.$ | Where I can | $\left\{ \begin{array}{l} \text{go.} \\ \text{live.} \end{array} \right.$ |
|----|------------|---------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------|

and a variety of similar exercises which the teacher's ingenuity may suggest.

4. Carefully correct any faulty language used by the pupils.

*Morals and Manners.**Arithmetic.**First and Second Terms.*

1. Develop a clear perception of numbers as far as 10.
2. Counting objects.
3. Numbers to be read at sight from 1 to 100, also written from dictation.
4. Addition and Subtraction, Multiplication and Division. No combination to exceed five.
5. Tables through five, using both signs and words.
6. Use and meaning of the sign  $+$ ,  $-$ ,  $\times$ ,  $\div$ , and  $=$ .
7. Give many easy examples for pupils to solve.
8. Begin to Talk about  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc.
9. Practice rapid column addition.
10. The terms; *cent*, dime, half dime and dollar, taught and illustrated
11. Always insist on neat work.
12. Roman numerals to XX.

## NINTH GRADE.

*Reading.*—From Charts, Leaflets and First Readers. See that the pupil fully understands the language used in the reading lessons. New words occurring in the reading lesson to be written on the blackboard and their meanings introduced by a pleasant story.

Give special attention to the enunciation, pronunciation and articulation of all new words; phonic drill. Frequently require the pupil to tell the story in his own words. Vary the exercises as much as possible. Be careful at the outset to form a natural and easy style. Let the standard for good reading be its resemblance to good conversation.

*Spelling.*

1. Written and oral of all words learned.
2. Spell words phonetically, using proper diacritical marks.

*Writing.*

1. Exercises in arm and finger movement.
2. Copy familiar words from blackboard.

*Oral.*—Miscellaneous Lessons.

1. Domestic animals; parts, covering, habits.
2. Time by the clock.
3. Plants; names, parts, arrangements.
4. Human body, names of parts.
5. Industry, obedience; continue lessons of first year.
6. Form, color.

*Physical Exercises.*

1. Calisthenics of two or three minutes duration.

*Language Lessons.*

1. Write short sentences.
2. Names and uses of all punctuation marks used on the Chart or in the Reader.
3. Diacritical marks.

*Geography.*—Conversational Lessons; points of Compass, City, County, Rivers, etc.*Arithmetic.**First Term.*

1. Read and write numbers to 1,000.
2. Addition and Subtraction, Multiplication, Division, Tables, using signs and words through 10's.
3. No combination or number to exceed 20. Roman Notations to L.
4. Simple examples combining Addition and Subtraction. Practical examples in Fundamental Rules.
5. Give many examples, as follows: George has 3 apples and James has 3 apples, how many have both? What cost 4 lemons at 2 cents each.
6. Drill the class in rapid slate work.
7. Many exercises in column work.
8. Have the class make original examples.
9. Teach  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc., of a number.
10. No careless work should be allowed.
11. Objects may be used for illustrations.



*Second Term.*

1. Continue Addition in columns to 40.
2. Drill in rapid slate work.
3. Continue combinations in Addition and Subtraction.
4. Give many practical examples.
5. Have the class make original examples.
6. Have the pupil use one-half, one-third, one-fourth, one-fifth, one-sixth, one-seventh, as one-sixth of 12 equals 2; one-seventh of 28 equals 4.
7. Review previous work, Roman notation, to XC.
8. No careless work should be allowed.

## EIGHTH GRADE.

*Reading.*—Complete First Reader, and take up the first part of the Second Reader, Supplementary Reading, other exercises as in previous grades, Enunciation, Pronunciation and Articulation, Phonic Drill.

Cultivate the ability to reproduce the story.

The meaning of the words and phrases to be taught from the sentences.

*Spelling.*

1. Oral and written of all words learned.
2. Teach accent, spell phonetically.
3. Teach *meaning* and *use* of words pronounced alike but spelled differently.

*Writing.*

1. Short sentences from copy.
2. Exercises to develop running hand.
3. Copy books at the option of the Principal.

*Oral.*—Miscellaneous Lessons.

1. Lessons on plants and animals continued.
2. Lessons on minerals.
3. Human body, functions, parts.
4. Form, color.
5. Talks on officers and government of city and county.
6. Recitations or compositions weekly.

*Physical Exercises.*—As in the previous grades, and to be continued throughout the course.

Exercises to be adapted in character and frequency to the age of the pupil.

*Language Lessons.*

1. Sentence Writing.

- 2.- Copy brief stories composed of short sentences for practice in use of capitals and punctuation.
3. Copying short stanzas of poetry from Reader.
4. Continue the use of diacritical marks.

*Geography.*—Conversational Lessons.

*First Term.*

*Arithmetic.*

1. Review all previous work and advance to 10,000.
2. Roman Notation to C.
3. Find all the weak places and strengthen them.
4. Continue rapid slate work.
5. Continue Addition, Subtraction, Multiplication and Division.
6. Practice rapid column Addition.
7. Numerous exercises in the use of fractional parts of numbers.  
Drill on all tables to 12.
8. The combination and separation of numbers continued.
9. Continue to insist on neatness.

*Second Term.*

1. Continue rapid slate work in Addition, Subtraction, Multiplication and Division, especially in column Addition.
2. Bills and small accounts.
3. Have the pupils use the fractions one-half, one-third, one-quarter one-fifth, one-sixth, one-seventh, one-eighth, one-ninth, one-tenth.
4. Use U. S. money, liquid and dry measure in applying numbers.  
Example: 1 gill costs, 5 cents what will 2 gills cost; 3 gills; 4 gills; 1 pint; 1 quart, &c.?
5. Teach tables objectively.
6. Roman Notation to D.
7. Insist on neatness.
8. Long Division having a divisor of not more than two figures.  
Mental Arithmetic.

SEVENTH GRADE.

*Reading.*

Second Reader completed. Frequent exercises in Elementary Sounds. As much supplementary reading as possible.

To prevent hesitancy, practice rapid reading of columns of words from the Reader.

Ability to reproduce the story cultivated.

Continue Enunciation, Pronunciation, Articulation and Phonic Drill.

*Spelling.*

1. Oral and written, of new words found in the reading lessons.
2. Spell phonetically, use diacritical marks.

*Geography.*—Conversational Lessons.*Writing.*

1. Exercises to develop running hand.
2. Simple words and sentences.
3. Pupil's names, place of residence, etc. Copy books optional.

*Oral.*—Miscellaneous Lessons.

1. Stories from History and Biography.
2. Information Exercises.    Animal,    { Bee                      Cotton  
                                         Vegetable, Mineral.    { Ant                      Wheat  
                                                                              Beaver                  Potato  
                                                                              Warm Countries  
                                                                              Cold Countries.  
                                                                              Wool  
                                                                              Silk Worm { three states of  
                                                                                                                              insect life.  
                                                                              Frogs  
                                                                              Coal  
                                                                              Spider and Wasp.
3. Shape, size, motions of the earth, names of streets, location of school, points of compass.
4. Recitations, Compositions.
5. Human body, structure, bone, sinew, blood, nerve, reason why the parts are so placed and formed.
6. Laws of health.
7. How we live, eat, breathe, exercise, sleep.
8. Civics.

*Language Lessons.*

1. Continue Sentence Writing.
2. Copy paragraphs from the reading lesson, giving great care to use of capitals, formation of letters, punctuation.
3. Diacritical marks continued.
4. Reproduce story of reading lesson in writing.
5. Short compositions and letters.
6. Correct common errors of speech.

*Arithmetic.**First Term.*

1. Continue Addition, Subtraction, Multiplication and Division—Long and Short.

2. Roman Notations, M.
3. Review tables of U. S. Money, Liquid and Dry.
4. Tables of Time, and the denominations of inches, feet, yards and rods.
5. Much practice should be given to examples in the Fundamental Rules through all the terms.
6. Bills and Short Accounts.
7. Mental Arithmetic.

*Second Term.*

1. Continue Division—Short and Long.
2. Give simple practical examples, using U. S. money, liquid and dry measure. Example: 1 bushel of wheat cost \$2.36, what will 2 bushels cost; 2 pecks, &c.? If 5 gallons of molasses cost \$3.00, what will 1 gallon cost; 1 quart, &c.?
3. Exercise the pupils in combining Fractions, as  $\frac{3}{4}$  plus  $\frac{1}{4}$  equals how many fourths?
4. Give mental examples involving the principles taught in the slate work.

SIXTH GRADE.

*Reading.*—Third Reader. Continue drill in Phonic Elements, etc. Continue supplementary reading. Reproduction of the story read.

*Spelling.*

1. Oral and written of new words found in the reading lesson.
2. Spell phonetically, and by use of diacritical marks.
3. Other words than those found in the reading lesson.

*Writing.*

1. Exercises in arm and finger movement.
2. Running hand. Cultivate rapidity of movement and accuracy of form, and neatness of finish. Copy books.

*Oral.*—Miscellaneous Lessons.

1. Exercises on human body, its parts, functions, &c., continued.
2. Continue subjects of politeness, cleanliness, truthfulness, &c.
3. General Information Lessons, such as the teacher may regard as of the greatest benefit.

*Language Lessons.*

1. Compositions and Letter-writing.
2. Write sentences containing words in the reading lesson.
3. Use of diacritical marks continued.

*Geography.*—Primary Book may be used in this grade. Teach form of earth, divisions of land and water. Illustrate by means of globes, maps, &c. Complete first half of Primary Geography.

*Arithmetic.*

*First Term.*

1. Review thoroughly all preceding work.
  2. Continue, Roman notation.
  3. Continue practical examples in U. S. money.
  4. Avoirdupois, Apothecary, Square Measure.
  5. Rapid drill in examples, involving the four fundamental rules.
- Books may be used in this Grade.

*Second Term.*

1. Continue work in U. S. money.
  2. Factoring and cancellation.
  3. Mental work.
  4. Take fractional parts of a number.
  5. Throughout the course great care must be exercised in the work.
- G. C. D., L. C. M.

GENERAL DIRECTIONS FOR PRIMARY GRADES.

ORDER OF EXERCISES.

The minimum time per week in arranging the order of exercises, shall be as follows:

Language lessons, including reading, etc.,	-	Six hours.
Arithmetic,	- - - - -	Four "
Writing,	- - - - -	Two "
Drawing,	- - - - -	30 minutes
Physical exercises,	- - - - -	" "
Music,	- - - - -	

Prose and verse recitations by the pupils, shall be selected by the Principal and teachers-

*Writing.*—Pupils shall not be allowed to write with short pencils or pen-holders; particular care to be taken as to the manner of holding pen or pencil; also as to the position of the body while writing.

*Manners and Morals.*—Such instruction should be given daily, to the pupils, as will foster a spirit of kindness and courtesy toward each other; create a feeling of respect toward teacher and parent, and a love for cleanliness, order, love of country, law and truth.

*Physical Training.*—Exercises should be of such character as will tend to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body.



## GRAMMAR COURSE.

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### *Fifth Grade.*

#### READING.

*Reading*—First and Second Terms. Third Reader. As much supplementary reading in school and out of school as can be secured. Vocal drill.

#### SPELLING.

*First Term*—Words from reading lessons, and all words used in other lesson, oral and written. Special attention in all written work to *diacritical* marks.

*Second Term*—Continue the spelling of words used in reading lessons and other school exercises. Continue diacritical marking.

#### PENMANSHIP.

*First and Second Terms*—Use copy-book and practice paper. Particular attention given to the holding of the pen and the position of the body. Use exercises for the development of free and running hand-writing.

#### ARITHMETIC.

*First Term*—Addition and subtraction of Common Fractions, Cubic and Surveyors' Measures. Review work of preceding grades. Bills, small accounts and other practical applications of U. S. money continued. Easy measurements with use of simple fractions. Thorough mental drill on all subjects belonging to the grade.

*Second Term*—Complete Common Fractions, complete Compound Tables with practical illustrations. Continue exercises in bills and small accounts, and other practical applications of U. S. money. Mental drill.

#### LANGUAGE.

*First Term*—Compositions on subjects connected with oral lessons. Parts of speech. Three memory selections, as assigned by the Principal.

*Second Term*—Continue Compositions. Three memory selections, assigned by the Principal. Examples, use parts of speech.

#### HISTORY.

*First Term*—Use some primary work. Read first half. Teacher converse with the pupils upon the subject, bringing out the important events.

*Second Term*—Complete the reading of the primary book. Continue upon the prominent events narrated.

## GEOGRAPHY.

*First Term*—Review work of previous grade. Teach size of Earth, circles, semicircles and zones.

*Second Term*—Complete primary Geography.

*Fourth Grade.*

## READING.

*First and Second Terms*—Fourth Reader. Much supplementary reading. Vocal drill. Teach correct position in holding of book; also in sitting and standing.

## SPELLING.

*First Term*—Words selected by the teacher from the Reader, and from all other lessons and school exercises. Meaning and use of all words illustrated, by forming sentences. Special attention to diacritical marks.

*Second Term*—Continue words selected by teacher, and the meaning and use of words in sentences. Special attention to manuscript work. Diacritical marking.

## PENMANSHIP.

*First and Second Terms*—Exercises in copy books and on practice paper. Develop free movement of fore-arm and hand. Special attention to posture of body, holding of pen and regularity of movement. Drill.

## ARITHMETIC.

*First Term*—Begin Decimal Fractions, Practical Application of Common and Decimal Fractions and their conversion one into the other. Continue illustrations of Weights and Measures, practical examples showing use of U. S. money. Continue bills and small accounts. Mental drill.

*Second Term*—Complete Decimal Fractions. Drill on exercises illustrating use of U. S. money. Review all work of preceding grades. Continue mental drill.

## LANGUAGE.

*First Term*—Dictation exercises continued, with special drill in use of words, capitals and punctuation. Oral and written exercises in the use of language as the expression of thought. Compositions on familiar subjects, letter writing. Three new memory selection, as assigned by the Principal. The parts of speech.

*Second Term*—Continue dictation, composition, letter writing. The parts of speech continued, and new modifications, analysis of simple sentences. Three new memory selections. Review previous work.

## HISTORY.

*First Term*—Brief outline of the most important events in the U. S. History to French and Indian War.

*Second Term*—Continue outline. Talks and Recitations to Revolution.

## GEOGRAPHY.

*First Term*—United States in detail. Review previous work.

*Second Term*—Special attention to Mountains in reference to their influence on the climate, and the productions of the countries studied.

*Third Grade.*

## READING.

*First Term*—Fourth Reader. Secure as much supplementary reading in school and out of school as possible.

Stimulate a desire for reading works on Geography, History, Biography, Natural Science, Poetry, &c. Vocal drill.

## SPELLING.

*First Term*—Words selected from all the studies of the grade. Definitions must not be taught mechanically. Exercises on sounds and diacritical marks continued.

*Second Term*—Continue use of selected words, definitions, exercises on sounds and diacritical marks.

## PENMANSHIP.

*First and Second Terms*—In copy-books and blank-books at alternate lessons. Continue exercises to develop freedom, regularity of movement. Insist on holding pen correctly and properly.

## ARITHMETIC.

*First Term*—Begin Denominate Numbers. Review work in preceding grades. Continue drill on exercises, illustrating use of U. S. money. Teach Aliquot Parts of Numbers.

*Second Term*—Complete Denominate Numbers. Teach Ratio and Simple Proportion, Longitude and Time. Frequent application of preceding rules to illustrate use of fractions, U. S. money, &c.

## LANGUAGE.

*First Term*—Compositions and Letter Writing continued. Construction of sentences with a view to develop a knowledge of the parts of speech.

Analysis of simple sentences continued. The inflexions of nouns, pronouns and verbs. Four memory selections as assigned by the Principal.

*Second Term*—Continue Compositions, Letter Writing, Construction of Sentences, Analysis of easy Complex and Compound Sentences, Inflexions of Adjectives and Adverbs, Four memory selections assigned by the Principal. Review work of previous grades.

#### HISTORY.

*First Term*—U. S. taught from books through the Revolution. Outline familiar talk.

*Second Term*—U. S. History through the War of 1812. Outline in connection with Geography of the country. Familiar talks.

#### GEOGRAPHY.

*First Term*—South America, with special attention to latitude and longitude. Map drawing.

*Second Term*—Europe, local and descriptive in detail. Review previous grades. Map drawing.

#### *Second Grade.*

#### READING.

*First and Second Terms*—Fifth Reader. Supplementary reading continued. Particular attention to emphasis, intonation and natural expression. Vocal drill.

#### SPELLING

*First Term*—Words from reading lessons and other studies. Special attention to meaning and use of words in all written exercises. Diacritical marks.

*Second Term*—Continue use of words from reading lessons and other studies, and also meaning and use of words. Diacritical marks.

#### PENMANSHIP.

*First and Second Terms*—Copy-book and blank-book alternately. Paragraphs and business forms, such as bills, receipts and drafts. Continue drill for freedom of movement and action.

#### ARITHMETIC.

*First Term*—Begin Percentage and Profit and Loss. Simple and Compound Proportion. Review work of previous grades. Mental Arithmetic. Examples illustrating the use of fractions, U. S. money, etc. Short examples for rapid drill.

*Second Term*—Complete Percentage, Take up Commission and Insurance. Review work of first term and of previous grades.

#### LANGUAGE.

*First Term*—Continue Compositions and letter writing. Rules of syntax illustrated by familiar examples. Analysis and parsing of simple sentences, and easy complex sentences, with the view of teaching propriety. Four memory selections, as assigned by the Principal.

*Second Term*—Compositions, letter writing, and rules of syntax continued. Analysis, parsing, and construction of easy complex and compound sentences. Four memory selections. Review.

#### HISTORY.

*First Term*—Through the Civil War. Review preceding grades.

*Second Term*—U. S. History completed.

#### GEOGRAPHY.

*First Term*—Asia in detail, map drawing. Special attention to variation of climate in different countries.

*Second Term*—Africa in detail. Review previous grades. Map drawing,

#### *First Grade.*

#### READING.

*First and Second Terms*—Fifth Reader. Supplementary reading. Vocal drill.

#### SPELLING.

*First Term*—Analysis of words and their formation. Continue use and meaning of words. Diacritical marks.

*Second Term*—Continue analysis of words, use and meaning of words in all written exercises. Diacritical marking.

#### PENMANSHIP.

*First and Second Terms*—Commercial and Miscellaneous; use copy-book and blank-book alternately.

#### ARITHMETIC.

*First Term*—Partial Payments, Interest. Review work of previous grades. Mental Arithmetic.

*Second Term*—Complete Interest, Discount Stocks and Commercial Discount, Square Root; Mensuration, illustrating the method of finding the area of a square, rectangular or triangular surface; the diameter, circum-



ference, or area of a circle, etc. Review all previous grades. Mental Arithmetic continued.

#### LANGUAGE.

*First Term*—Composition, including impromptu exercises. Practice letter writing with instructions as to folding, directing, etc. Analysis, parsing, construction and correction of sentences. Five memory selections.

*Second Term*—Continue work as in first term. Review work of previous grades. Five new memory selections, as assigned by the Principal.

#### HISTORY.

General outline, and review the U. S. History. Constitution of the United States.

#### GEOGRAPHY.

*First and Second Terms*—Geography completed. Review all previous work. Map drawing. Special attention to winds, currents and other phenomena. Oceanica and other islands, classified as to their distribution, formation, products and inhabitants.

Physical taught before political geography in all the grades.

#### GENERAL DIRECTIONS FOR GRAMMAR GRADES.

The minimum time per week in the several grades shall be as follows:

Language Lessons,	-	-	-	-	-	Five hours
Arithmetic,	-	-	-	-	-	Three "
Penmanship,	-	-	-	-	-	Two "
Geography.	-	-	-	-	-	One "
Drawing,	-	-	-	-	-	40 minutes
History,	-	-	-	-	-	One hour

The remaining time distributed at the discretion of the Principal.

Compositions shall be written once a week in all grammar grades in the presence of the teacher, upon subjects selected, and such work shall be criticised. Home work limited to the first grade.

# COURSE OF INSTRUCTION

## —IN THE—

### GERMAN LANGUAGE.

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The German Department consists of two grades in the Grammar Schools—the higher grade being the first class, the lower the two (A and B) second classes in each Grammar School—and of three grades within the High School, divided in four classes.

#### COURSE OF STUDIES IN GRAMMAR SCHOOLS.

##### *Fifth Grade—Second Classes.*

The Alphabet, both printed and script, with exercises in reading and writing, in connection with translation of single words and simple sentences.

Speaking Lessons, on subjects seen at school and at home; on parts of the human body; on clothing and food.

*Grammar*—The simple tenses of the auxiliary verbs “sein” and “haben,” and of the regular verbs. Declension of the definite and indefinite article.

*Selections*—To be committed to memory, as “Das Bächlein”—*Goethe*.

##### *Fourth Grade—First Class.*

*Reading*—From Grammar and a German Reader in connection with translation, both from English into German and vice versa, oral and written, involving rules on Orthography.

*Writing*—By copying and according Dictation.

*Grammar*—Declension of nouns; also of adjectives and pronouns; comparison of adjectives; conjugation of the auxiliary “werden,” and of the modal auxiliaries “können,” “wollen,” “müssen;” also of the regular verbs; the Indicative mode complete.

*Colloquial Exercises*—On miscellaneous topics.

*Declamation*—Selections, as “Lorlei”—*Heine*; “Leise zieht durch mein Gemuth”—*Heine*; “Die Schatzgräber”—*Burger*; “Die Einkehr”—*Uhland*, etc.

*Penmanship*—Taught in all grades of the Grammar course.

## COURSE OF STUDIES IN HIGH SCHOOL.

### *Third Grade—Third (A and B) Classes.*

*Reading, Writing, Orthography*—As in Fifth and Fourth Grades, reviewed.

*Translation, Writing, Grammar*—As in Fifth and Fourth Grades, reviewed and continued. The use of Prepositions; also easy compound and complex sentences; idiomatical expressions; instruction on punctuation; conjugation of irregular, compound and reflexive verbs; adverbs; conjunctions.

*Colloquial Exercises*—On miscellaneous topics.

*Declamation*—Selections—"Barbarossa"—*Rückert*; "Der reichste Fürst"—*Kerner*; "Der Pilger von St. Just"—*Platen*.

### *Second Grade—Second Class.*

*Reading*—As in Third Grade, from a German Reader, or some good novel (as by Moritz Hartmann) or legend (*L. Tieck*).

*Writing*—As in Third Grade, and from memory of pieces learned.

#### *Letter Writing*—

*Grammar*—Reviewed and continued, as in Third Grade; rules of syntax; parsing and analysis.

*Conversation and Colloquial Exercises*—On promiscuous topics, and in connection with reading lessons.

*Declamation*—Selections as "Der letzte Dichter"—*A. Grün*. "Das Grab em Busento."—*Platen*; "Erlkönig"—*Goethe*.

### *First Grade—First Class.*

*Reading*—As in Second Grade, continued. Scenes selected from the most familiar dramas, by Schiller, Lessing, etc.

*Writing*—As in Second Grade, continued. Easy composition, involving letters.

*Translation*—Oral and written, of miscellaneous passages (Declaration of Independence).

*Grammar*—Etymology completed; Syntax continued.

*Colloquial Exercises*—As in the former Grade; on promiscuous topics, including General History, as taught in this Grade.

*Declamation*—General review of selections learned previously, and of pieces read in this Grade.

## COURSE OF STUDY IN THE DRAWING DEPARTMENT.

### *Tenth Grade.*

Proper position. Objects and models shown, explained, and drawing from copy on blackboard; the best scholars to draw on paper.

### *Ninth Grade.*

Same as in tenth grade, the best in books. Show models and explain the difference between them.

### *Eighth Grade.*

Review, draw in books (except for new pupils). To assist writing by use of left hand (getting left hand). Rubbers only for best scholars. Practice in vertical, horizontal and slanting lines. Define point, line, etc.

### *Seventh Grade.*

Review, how lines form angles, and how angles form figures. Explain and practice on figures, triangle, quadrangle, square, oblong, oblique square (oblique oblong, diamond rhombus).

### *Sixth Grade.*

Review, work on square, oblique square, circle, triangle, pentagon, hexagon, octagon, etc. Ellipse and oval.

### *Fifth Grade.*

Review, spirals and other combinations.

### *Fourth Grade.*

Review, combinations of preceding exercises with details.

### *Third Grade.*

Drawing from models which have been shown and explained in other lower grades. Drawing from models, perspective. The best scholars exercise from drawings in perspective, with models present, where the same principles have been applied.

### *Second Grade.*

Reviews, drawing from models, shade and shadows, cast and otherwise.

*First Grade.*

Reviews, drawing from models, shade and shadows. Mechanical drawing for best scholars.

*High School.*

Reviewing and explaining. Drawing from any models which may be accessible. For best scholars, drawing ornaments, flowers, animals, parts of the human body and landscapes, making drawing of simple apparatus. These studies are varied in the several High School classes, according to circumstances and the ability and proficiency of the pupils.

## COURSE OF STUDY IN VOCAL MUSIC.

*First Grade.*

Develop tone perception by teaching scale as a whole, ascending and descending. Practice scale step-wise, making one the objective point, thus, 1 2 1—1 2 3 1—1 2 3 4, etc. All scales and intervals to be practiced from keys of C D, E, F and E $\flat$ . Teach two and three part measures. Unite tune and time with simple exercises containing above difficulties, from Holt's drill charts. Individual singing.

*Second Grade.*

Teach sounds of the scale in every relation to each other, in nine different keys or positions on staff; using drill charts. To be practiced in concert until class can sing intervals readily. Teach two, three and four-part time. Practice sounds in combination as preparation for part singing.

*Third Grade.*

Teach tones and semi-tones, Major and Minor thirds as mental objects. Review all previous work in interval practice; teach two-part singing in all keys, including difficulties in time; practice two, three and four-part measures, including all difficulties growing out of two sounds to the pulsation; practice sounds in combination as preparation for three-part singing; simple form of six-part time; rests.

*Fourth Grade.*

Teach 4 sounds to the pulsation in two, three and four-part measures and triplets; teach suspension; teach minor scales as wholes; perfect and diminished fifths as mental objects; review difficulties in intervals growing out of the Minor and Major scales; two and three-part singing with added difficulties in time; individual examination.



*The High School.*

Complete the circle of keys; study enharmonic tones, unite time and tune in three and four-part singing; review all forms of time; teach syncopation and nine eighths; twelve-eighths time; a course in harmony to be added. Examinations upon all previous exercises in four-part singing.



TEACHERS' NAMES,  
RESIDENCES, GRADES, TERMS OF  
SERVICE, SALARIES,  
ETC.

# SCHOOL NO. 1.

Garden St., near Third.

## GRAMMAR DEPARTMENT.

NAMES.	RESIDENCE.	Date of Appointment.	Class.	Grade of Teacher.	Annual Salary.	Average Attendance.	Seating Capacity.	Average Age
David E. Rue.....	362 Park Ave., Hoboken.....	1869	1st	Principal.	\$1,650.00			
Ida A. Booth .....	284 Bloomfield St., Hoboken...	1877	Mixed	1st Vice-Prin.	1,200.00	30	32	13½
Angeline Burnett.....	38 West 43d St., Bayonne, N. J.	1867	2d A	1st Asst.	712.08	31	38	13½
Jennie Reid.....	397 Bloomfield St., Hoboken...	1879	2d B	1st. "	712.08	33	44	12½
C. C Atwell .....	1344 Lexington Ave., N. Y. City	1869	3d A	2d "	653.16	27	48	13½
Isabel E. Jackson.....	411 Garden St., Hoboken.....	1880	3d B	2d "	653.16	30	40	12½
Jessie Borthwick.....	411 Washington St., Hoboken..	1877	4th A	3d "	594.00	36	40	12
Mary Coghill.....	344 Bloomfield St., Hoboken..	1880	4th B	3d "	594.00	33	40	12
Nellie McEun.....	294 Garden St., Hoboken.....	1877	5th A	4th "	594.00	34	40	11½
Sarah Mitchell.....	214 Bloomfield St., Hoboken...	1880	5th B	4th "	594.00	38	40	11

## PRIMARY DEPARTMENT.

NAMES.	RESIDENCE.	Date of Appointment.	Class.		Grade of Teacher.	Annual Salary.	Average Attendance.	Seating Capacity.	Average Age
			Mixed	Infant					
Marie H. Vose.....	48 Tenth St., Hoboken.....	1873		Infant	2d	\$600.00	73	46	7
Mary McDonnell.....	234 Grand St., Hoboken.....	1879		6th M.	5th Asst.	534.00	40	46	11
Marion E. Jackson.....	411 Garden Street, Hoboken...	1882		6th F.	5th "	534.00	41	48	11
Clara V. Havens.....	97 Washington St., Hoboken...	1882		7th F.	6th "	498.96	42.1	46	11
Addie Harding.....	353 Garden St., Hoboken.....	1883		7th M.	6th "	498.96	36.5	40	0
Mattie Shilcock.....	221 Garden St., Hoboken.....	1883		8th M.	7th "	498.96	37.7	40	10
Maggie Fallon.....	79 Seventh St., Hoboken.....	1885		8th F.	7th "	498.96	50	58	9
Ida Schrader.....	8 Tenth St., Hoboken.....	1884		9th M.	8th "	474.96	48	56	10

PRIMARY DEPARTMENT. — (CONTINUED.)

Annie Black.....	94 Park Avenue, Hoboken....	1885	9th F. 8th Asst.	\$474.96	50	44	9
Anna Meharg.....	138 Ocean Ave., Jersey City....	1885	10th M 9th "	474.96	45	50	8
Lulu Husey .....	366 Garden St., Hoboken.....	1885	10th F. 9th "	474.96	34	40	9
Alma Doyle .....	272 Bloomfield St., Hoboken....	1888	11th F. 10th "	474.96	42	68	8
Minnie Sandmann.....	93 Washington St., Hoboken....	1889	12th F. 11th "	300.00	35	40	7½
Patrick Halloran .....	58 Willow Terrace, Hoboken ..		Janit'r	1,200.00			

ANNEX.

Annie E. Moore.....	21 Tenth St., Hoboken. . . . .	1889	Principal.	\$800.00		80	6½
Mary E. Moffatt .....	18 Tenth St., Hoboken.....	1889	1st Inf 1st Asst.	474.96	52	80	6½
Mamie Chancellor.....	323 Willow Ave., Hoboken....	1889	2d Inf 2d "	474.96	52		

SCHOOL NO. 2.

Garden St., bet. 9th and 10th Sts.

GRAMMAR DEPARTMENT.

John W. Lycett.....	259 Garden St., Hoboken.....	1879	Principal.	1 650.00		30	14½
* Marie Goutlie.....	320 E. 18th St., New York.....	1872	1st Vice-Prin	1,200.00	30	36	14
* Virginia Harry.....	664 Ocean Ave., Jersey City....	1872	1st Asst.	7 2.00	32	36	13
Helen E. Tift.....	356 Washington St., Hoboken.	1870	2d "	712.00	32	36	12
* Kate Bovingdon.....	97 Charlton St., New York.....	1870	3A	653.16	32	34	12
Nellie G. Howard.....	215 Bloomfield St., Hoboken....	1872	3B	653.16	30	34	12
Marie T. Helges.....	454 Garden St., Hoboken.....	1870	4A	594.00	27	34	12
* Sophia G. Schrader...	315 Bloomfield St., Hoboken....	1878	4B	594.00	34	40	12
Lottie Des Moyers.....	24 Second St., Hoboken.....	1874	5A	594.00	32	34	11½
* Mary C. Applegate.....	152 Willow Ave., Hoboken.....	1879	5B	594.00	32	38	11½

\* All Teachers marked thus are one grade higher than their regular place on account of Miss Stanley, 1st Vice-Principal, being sick and absent.

# SCHOOL No. 2-(Continued).

## PRIMARY DEPARTMENT.

NAMES.	RESIDENCE.	Date of Appointment.	Class.	Grade of Teacher.	Annual Salary.	Average Attendance.	Seating Capacity.	Average Age.
Sarah M. VanDenberg.	348 Garden St., Hoboken.	1878	10th	Vice-P. Prim.	\$600 00	88	48	6
Mathilde A. Jeanneret.	4 Tenth St., Hoboken.	1877	6 A. M.	5th Asst.	534 00	36	40	12
* Lavina Reid.	397 Bloomfield St., Hoboken.	1881	6 A. F.	5th "	534 00	34	38	11
Susie W. Applegate.	132 Willow Ave. . . . .	1878	6 B. M.	6th "	499 00	32	36	11
* Charlotte A. Lambert.	22 1/2 Tenth St., Hoboken.	1882	6 B. F.	6th "	499 00	42	40	10
Alice S. Mills.	48 Tenth St., Hoboken.	1878	7 M.	7th "	499 00	30	34	10
* Ida F. Theiss.	71 Park Ave., Hoboken.	1884	7 F.	7th "	498 96	40	48	11
Minnie Chamberlain.	52d St. and Ave. B., Bayonne.	1883	7 B. M.	8th "	474 96	34	38	10
* Jane F. Kelly.	289 Garden St., Hoboken.	1886	7 B. F.	8th "	474 96	45	58	9
Emma L. Jackson.	411 Garden St., Hoboken.	1885	8 M.	9th "	474 96	44	48	9
* Pauline Stursberg.	366 Washington St., Hoboken.	1886	8 F.	8th "	474 96	39	49	9
Kate A. Ramborger.	466 Garden St., Hoboken.	1878	8 B. M.	10th "	474 96	48	50	8
* Kate A. Elbhets.	263 Washington St., Hoboken.	1888	8 B. F.	10th "	474 96	37	46	8
Kittie Hathaway.	360 Garden St., Hoboken.	1889	9 M.	11th "	474 96	45	43	7
Vacant.	.....	.....	9 F.	11th "	.....	38	34	7
Edward C. Forbes.	401 Garden St., Hoboken.	Janit'r			1,200.00			

\* All Teachers marked thus are one grade higher than their regular place on account of Miss Stanley, 1st Vice-Principal, being sick and absent.



# SCHOOL NO. 3.

Adams St., near Second St.

## GRAMMAR DEPARTMENT.

	1871	Principal.			
Jeremiah Kelly.....	1871	1 Mx'd Vice-Princpl	\$1,650.00	27	32
Letitia E. Robinson.....	1871	2 A M 1st Asst.	1,200.00	26	32
Jane McCausland.....	1871	2B "1st "	712.08	27	32
Laura Herbert.....	1872	2B "2d "	712.08	29	31
Mary E. Lawler.....	1871	3A "2d "	653.16	33	42
Clara M. Ward.....	1873	3B "3d "	653.16	40	42
Mary L. Lawler.....	1873	4A "3d "	594.00	36	40
Jean Livingston.....	1874	4B "4th "	594.00	39	42
Sarah Upton.....	1873	5A "4th "	594.00	39	42
Georgina Kellett.....	1874	5B "4th "	594.00	39	48

## PRIMARY DEPARTMENT.

	1874	6th M.	5th Asst			
Theresa Lambert.....	1874	6th F	5th "	\$534.00	50	48
Helen Herbert.....	1879	6th F	5th "	534.00	39	46
Carrie Voteler.....	1879	7th M	6th "	498.96	49	46
Ella E. Hourigan.....	1879	7th F	6th "	498.96	38	48
Mary Hinternhoff.....	1883	8th M	7th "	498.96	44	48
Ella Smith.....	1879	8th F	7th "	498.96	38	42
Lottie Haddenhorst.....	1889	9th M	8th "	474.96	40	44
Emma Lefman.....	1880	9th F	8th "	474.96	38	43
Kate McHale.....	1889	10th M	9th "	474.96	44	48
Louise Moch.....	1881	10th F	9th "	474.96	35	34
Amanda Offenheiser.....	1890	11th M	10th "	300.00	49	52
Emma Kunz.....	1890	11th F	10th "	474.96	34	36
Annie McIntyre.....	1880		Janitress.	1,200.00		

# SCHOOL NO. 4.

Park Ave., near Sixth St.

## GRAMMAR DEPARTMENT.

NAMES.	RESIDENCE.	Date of Appointment.	Class.	Grade of Teacher.	Annual Salary.	Average Attendance.	Seating Capacity.	Average Age.
A. J. Demarest.....	395 Bloomfield St., Hoboken...	1884	1 Mx'd	Principal.	\$1,650 00	29	28	14
Elizabeth A. Allen.....	417 Willow Ave., Hoboken.....	1871	2A "	1st Vice-Prin.	1,200 00	34	38	13½
Louise Bailey.....	132 Washington Place, N. Y.	1869	2A "	1st Asst.	712 00	26	28	13
Annie A. Higgins.....	44 Chestnut Ave., Jersey City...	1873	2B "	1st "	712 00	33.1	38	13
Ella V. Christie.....	445 W. 23d St., New York.....	1872	3A "	2d "	653 16	35	38	13
Sarah Booth .....	152 Park Ave., Hoboken.....	1876	3B "	2d "	653 16	32	38	12
A. Sherwood .....	131 W. 64th St., New York.....	1875	4A "	3d "	594 00	24.3	28	11
Mary A. Lambert.....	22½ Tenth St., Hoboken.....	1877	4B "	3d "	594 00	26.4	38	12
Juliette Jeanneret.....	4 Tenth St., Hoboken.....	1878	5A "	4th "	594 00	32	38	11
Annie Moore.....	50 Seventh St., Hoboken.....	1878	5B "	4th "	594 00	32	38	11

## PRIMARY DEPARTMENT.

NAMES.	RESIDENCE.	Date of Appointment.	Class.	Grade of Teacher.	Annual Salary.	Average Attendance.	Seating Capacity.	Average Age.
Jessie Wendover.....	34 Seventh St., Hoboken.....	1883	Infant	2d Vice-Prin.	\$600 00	46	44	6½
Golda Correa .....	86 Eleventh St., Hoboken.....	1881	6M	5th Asst.	534 00	37.3	38	11
Mary Borthwick .....	411 Washington St., Hoboken...	1884	6F	5th "	534 00	36	38	11
Hattie Chamberlain.....	52d St. and Ave. B, Bayonne...	1882	7M	6th "	498 96	37	38	11
Emily Upton .....	48 Reservoir St., Jersey City...	1886	7F	6th "	498 96	47	50	11
Tillie Henry .....	326 Willow Ave., Hoboken.....	1882	8M	7th "	498 96	51	52	11
Lizzie Kirk.....	30 Clinton St., Hoboken.....	1886	8F	7th "	498 96	40.1	52	10
Emma Idell .....	300 Washington St., Hoboken...	1885	9M	8th "	474 96	51.3	52	8
Lucy Lambert .....	22½ Tenth St., Hoboken.....	1887	9F	8th "	474 96	42.1	52	7½
Mary L. O'Callaghan.....	238 Park Ave., Hoboken.....	1888	10M	9th "	474 96	49	42	7½
Ira Lull .....	323 Park Ave., Hoboken.....	1889	10F	9th "	474 96	37	42	6½
Lizzie Howard .....	215 Bloomfield St., Hoboken...	1889	10M	10th "	474 96	38	46	6½
Thomas F. Kehoe.....	219 Park Ave., Hoboken.....	1890		Jan. & Eng.	1,200.00			



# SPECIAL DEPARTMENTS.

NAMES.	RESIDENCE.	Date of Appointment.	Class.	Grade of Teacher.	Annual Salary.	Average Attendance	Seating Capacity.	Average Age.
David E. Rue.....	362 Park Ave., Hoboken.....	1879	Sup't Principal.		\$400.00			

## HIGH SCHOOL, Park Avenue near Sixth Street.

Wm. H. Elston.....	409 Bloomfield St., Hoboken...	1887	1st	Principal.	\$1,500.00	27	44	6.5
Jennie E. Barkelew.....	78 S. 11th St., Newark.....	1877	2d	1st Vice-Prin.	840.00	44	34	15.5
Isabel A. Coffin.....	200 Bloomfield St., Hoboken...	1886	3d A.	1st Asst.	620.00	32	34	14.6
Stella Swart.....	235 Steuben St., Brooklyn.....	1886	3d B.	2d "	620.00	41	42	14.9

## GERMAN.

William Pior.....	197 Washington St., Hoboken..	1873		Principal.	\$1,485.00			
Henrietta Goos.....	10 Tenth St., Hoboken.....	1884		1st Asst.	900.00			
Elisabeth Gerdts.....	259 Bloomfield St., Hoboken...	1890		2d "	600.00			

# DRAWING.

Edward Hostmann.....	204 Bowers St., Jersey City ...	1881	Principal.	\$1,000 00		
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## NORMAL SCHOOL.

David E. Rue.....	362 Park Ave., Hoboken.....	1872	Principal.	\$200.00		
Jeremiah Kelly.....	289 Garden St., Hoboken.....	1874	1st Asst.	200.00		

## MUSIC.

Adele Menzel.....	307 Garden St., Hoboken .....	1889	Teacher.	\$500 00		
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OFFICIAL LIST OF MONITRESSES.

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1. JOHANNA PINNER,

2. G. M. VAN KEUREN,

3. MABEL WIGGINS,

4. IDA T. McENNERY,

5. GUSSIE GEAYER,

6. ETTA BARTON,

7. E. B. CLINTON,

8. ADELE RACINE,

9. ROSABEL E. BECK,

10. ANNIE F. HOURIGAN,

11. P. F. LUEHS.

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FIFTEENTH ————— TO ————— NINETEENTH

# ANNUAL REPORTS

...OF THE...

## Board of Trustees

...OF...

### NEW JERSEY

# INDUSTRIAL EDUCATION

---

...OF THE..

## CITY OF HOBOKEN, N. J.

OBSERVER



PRINT





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—OF—

## New Jersey Industrial Education

CITY OF HOBOKEN, N. J.

1902=1907

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**REPORT OF**  
**A. J. DEMAREST, City Superintendent**  
**of Schools.**  
**1902-1903**

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Hon. C. J. Baxter, State Superintendent:

Dear Sir—I respectfully submit the sixteenth annual report of the department for Industrial Education of the City of Hoboken, for the year ending June 30, 1903.

Rapid progress has been made during the year by the classes in sewing. The work is of a very practical character and of incalculable benefit to the pupils receiving it. The results of this work cannot be judged by the number of garments made nor by the variety of stitches taken, but should be considered from the standpoint of ethics. The benefit of the sewing lessons extends beyond material advantages and offers one of the best mediums for teaching and developing self-reliance and patience. Several grade teachers have assured me that they have noticed an apparent gain in personal neatness on the part of the girls who have taken the course in sewing. Sewing establishes a bond between the home and the school. The course in sewing includes felling, hemstitching, basting, running, back-stitching, over-handing, hemming, over-casting, sewing on buttons, gathering, putting on bands, patching on gingham, darning on stockinet, darning on cashmere, button holes, seams, scollops on flannel, sewing on tape, eyelets, feather, catch and chain stitching, and the practical application of this knowledge to the making of small models of garments.

In the evening school, we had two classes in sewing. The lower class was given the introductory lessons along the same lines as the classes of the day schools, while the pupils of the more advanced class were taught the use of the sewing machine

and to make their own shirt waists, house sacques, aprons, etc. The girls of the evening classes are anxious to learn, and the power which they acquire in handling the needle must be a source of great gratification to themselves and to their parents.

Wood-carving is taught to the boys of the seventh grade. The first exercises in wood-carving are executed in soft wood. As the work advances, more difficult objects are carved and put together, such as book racks, boxes, picture frames and tabourettes.

The boys of the sixth year in school receive instruction in modeling in clay. I am convinced that the work of this department is, by many who are not familiar with its character, greatly underestimated. To train the hand and eye is no less a matter of education than that of developing exclusively the mental functions. The instruction begins by the formation of the simple geometric solids and objects resembling the same, and from thence to the study of nature and historic ornament. Drawing is taught in connection with modeling. The work in this department is thoroughly done.

The department of domestic science is regarded as one of the most practical phases of industrial work. The kitchen is a gem for neatness and order and is worthy of a visit and close inspection at any time. The pupils are impressed with the underlying principles of domestic economy. They are taught that cleanliness is next to godliness and that order is heaven's first law. The kitchen is well equipped for individual work, and as far as practicable this idea is successfully carried out. While the work in cooking has in the main been along the same lines as in previous years, yet I feel confident that real progress has been made. The evening cooking classes were well attended and the results were very gratifying.

The work of the joinery department is so varied that it would be impossible to give a detailed account or description of the models made. The course in joinery is supplemented by wood turning, and includes cylinders, beading, moulding, corner blocks, cups, bowls, rings and many simple patterns. The boys

are interested in this work and the results show care and thought. While it should be borne in mind that the aim of industrial work is primarily educational, yet it seems to me that the boys would become more interested if they could see the results of their labor in a more concrete form. The work should be so graded that the exercises should progress from the simple to the complex; and the practical application of these exercises to the making of useful objects for the home and school, such as tables, bookcases, magazine racks, etc.

The evening school was held during the months of November, December, January, February and March. The evening school is divided into three departments: mechanical drawing, sewing and domestic science. Students completing the course in any of these departments are awarded diplomas of graduation. The evening school is doing a noble work. The pupils who attend show their keen appreciation by a faithful attendance and close application to work.

Manual training should be introduced into the High School—first, because of its culture value; second, because of its industrial value; third, because it will prove of great value to our young men who intend to take a course in industrial education at Stevens Institute.

In order to show the extent of the work accomplished by the manual training department of this city, I beg leave to submit the following table:

---

#### DAY SCHOOL (PUBLIC AND PRIVATE.)

Number of pupils instructed during the year in sewing.....	748
Number of pupils instructed during the year in modeling.....	464
Number of pupils instructed during the year in wood carving...	365
Number of pupils instructed during the year in joinery.....	327
Number of pupils instructed during the year in domestic science	219

#### EVENING SCHOOL.

Number of pupils instructed during term in mechanical drawing	92
Number of pupils instructed during term in sewing.....	52
Number of pupils instructed during term in domestic science....	54

---

Total number of pupils who have received instruction..... 2,321



CLASSIFIED DIVISION, WITH COST OF MAINTAINING EACH  
BRANCH OF THE WORK.

DRAWING.

Name of teacher (evening) A. H. Rockwood.

Number of pupils—Male, 13.

Number of lessons per week given each class—3.

Amount expended for manual training during the year—Plant:

Repairing, cleaning, etc., \$966.00; light and power, \$382.74; janitor services, \$498.00; special teacher and secretary, \$334.00; total, \$2,180.74.

Material, \$171.81; salaries, \$642.50.

Total amount expended to date—\$814.31.

Name of teacher (evening)—Wm. H. Rogers.

Number of pupils—Male, 9.

Number of lessons per week given each class—3.

Name of teacher (evening)—Robt. E. Burke.

Number of pupils—Male, 12.

Number of lessons per week given each class—3.

Name of teacher (evening)—F. C. Freeman.

Number of pupils—Male, 15.

Number of lessons per week given each class—3.

MODELING.

Name of teacher—E. E. Haddenhorst.

Number of pupils—Male, 273.

Number of lessons per week given each class—5.

Amount expended for manual training during the year—Material,

\$44.32; salaries, \$804.31.

Total amount expended to date—\$848.63.

Grade or grades in which subject is taught—Sixth.

SEWING.

Name of teacher (day)—P. G. Fleming.

Number of lessons per week given each class—5.

Amount expended for manual training during the year—Salaries,

\$1,274.31.

Grade or grades in which subject is taught—Sixth and Seventh.

Name of teacher (day)—E. B. Allen.

Number of pupils—Female, 649.

Number of lessons per week given each class—5.

Name of teacher (evening)—M. Meharg.

Is teacher engaged exclusively in this work?—No.

Number of lessons per week given each class—5.

Length of lesson—One and one-half hour.

Amount expended for manual training during the year—Material,

\$119.94; salaries, \$332.50.

Total amount expended to date—\$1,726.75.

Name of teacher (evening)—A. Meharg.

Number of pupils—Female, 50.

Number of lessons per week given each class—5.

Length of lesson—One and one-half hour.

## DOMESTIC ECONOMY.

Name of teacher—Elizabeth Huger.  
 Number of pupils—Female, 133.  
 Number of lessons per week given each class—5.  
 Amount expended for manual training during the year—Salaries,  
 \$962.75.  
 Grade or grades in which subject is taught—Eighth and Ninth.  
 Name of teacher (evening)—E. A. Pope.  
 Number of pupils—Female, 31.  
 Number of lessons per week given each class—3.  
 Length of lesson—One and one-half hour.  
 Amount expended for manual training during the year—Material,  
 \$244.23; salaries, \$262.50.  
 Total amount expended to date—\$1,479.48.

## WOOD WORKING—(a) JOINERY.

Name of teacher—James Bloomer.  
 Number of pupils—Male, 246.  
 Number of lessons per week given each class—5.  
 Amount expended for manual training during the year—Salaries,  
 \$1,287.00.  
 Grade or grades in which subject is taught—Eighth and Ninth.

## WOOD WORKING—(b) CARVING.

Name of teacher—A. H. Rockwood.  
 Number of pupils—Male, 229.  
 Number of lessons per week given each class—5.  
 Amount expended for manual training during the year—Material,  
 \$451.52.  
 Amount expended for manual training during the year—Salaries,  
 \$975.00.  
 Total amount expended to date—\$2,731.52.  
 Grade or grades in which subject is taught—Seventh and Eighth.

Respectfully submitted,

A. J. DEMAREST,  
 City Supt. of Schools.

## TREASURER'S REPORT.

Hoboken, N. J., July 1st, 1903.

To the Hon. Board of Trustees, Industrial Education, City of Hoboken,  
 N. J.:

Lady and Gentlemen—I beg to hand herewith the report of the  
 Treasurer for the fiscal year, ending July 1st, 1903:

## RECEIPTS.

Balance, July 1st, 1902.....	\$3,352.73
Appropriation, "City" .....	5,000.00
Appropriation, "State" .....	5,000.00
Board of Education, for water.....	11.25

Board of Education, for rent.....	300.00
Free Public Library, for oil.....	21.43
Interest on balances .....	9.05
Total receipts .....	\$13,694.46

## DISBURSEMENTS.

Salaries (day school).....	\$5,696.87
Salaries (evening school).....	1,358.50
Retirement fund .....	51.12
Heat and water.....	943.19
Light and power .....	382.74
Clay modeling supplies.....	44.32
Cooking class supplies.....	244.23
Sewing class supplies.....	119.94
School building repairs, etc.....	966.00
Wood-working and drawing supplies .....	623.33
Balance, July 1st, 1903.....	3,264.22

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\$13,694.46

Respectfully submitted,

JAMES SMITH,  
Treasurer.

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## Report 1903-1904

Hon. C. J. Baxter, State Superintendent:

Dear Sir—The department of manual training still holds its popularity and proves the wisdom of making it a part of the school curriculum. The general interest and work of the students are most satisfactory, and emphasize the fact that children are delighted to see the results of their work in concrete form.

Manual training work in this city is divided into five departments, as follows: Domestic science, sewing, modeling in clay, wood carving and joinery.

The course in domestic science covers a period of two years. In this department the pupils are taught the essentials of cooking, housekeeping, household economy and preparation of food for invalids. Every week housekeepers are appointed from the classes to do the necessary cleaning each day, even to the cleaning of the sink, cupboards, washing of dishes, silver and glassware, cutlery and cooking utensils. The pupils are also trained

in the care of the table, kitchen towels, dish cloths and dish towels. The pupils are encouraged to continue their work at home, and we have received many reports to the effect that in a great majority of cases the students prepare at home the dishes which they have learned to prepare at school. Cleanliness, neatness and order are some of the valuable lessons taught by precept and example.

Instruction in sewing is given to all girls in the sixth and seventh grades. The girls in these grades have sewing one hour per week. The aim of the instruction is to show the girls the necessity for practical things, such as darning on stockings and cashmere, and patching on cotton. It has been my constant aim, when visiting the sewing classes, to make the children realize that their school work was the least that I expected of them—that there must be helpfulness at home in their ability to carry out the ideas that have been given them in school in the care of their own clothing.

Clay modeling begins with the fifth grade, and is confined to the boys. The work begins with the sphere, then the cube, cylinder, square prism, triangular prism, ellipsoid, ovoid, pyramid and cone. The pupils study objects resembling type forms in relief, leaf and flower forms; modeling from nature and plaster casts, and various examples of historic ornament. In this department the child gets a thorough knowledge of form. This knowledge which a child gets from modeling an object is of far greater value than that which he obtains from reading what somebody has written about the thing designed.

From the clay modeling room the pupils are advanced to the wood carving department. This work is restricted to pupils of the sixth and seventh years in schools. In addition to learning the use of chisels and gouges, exercises are given in convex and concave modeling, and applied to useful and ornamental articles, such as blotters, frames, book covers, plant stands and tabourets. In connection with the carving, the pupils are taught to draw the various historic ornaments; to make patterns of the cube, cylinder and sphere, and to make working drawings of all these models.

Joinery completes the work for the boys. The course has been confined to bench and lathe work with wood. The course is thoroughly practical and is made to conform to the methods of the modern shop. Each exercise is designed to embody some definite mechanical principle. The student is required to do several pieces of work after his own design. No work is accepted until it has been executed in a workmanlike manner.

The evening school, in connection with the manual training school, is not only growing in numbers each year, but in interest as well. Mechanical drawing forms a considerable part of the course for the young men. The classes are free to all persons over fourteen years of age and residents of Hoboken.

The classes in sewing and domestic science are well attended. These classes are made up of young women who are employed during the day in shops and offices. The instruction is thorough and of a very practical nature. It includes the cutting and making of garments.

The value of the work is evidently appreciated by those who have availed themselves of the special opportunities offered in these classes.

#### CLASSIFIED DIVISION, WITH COST OF MAINTAINING EACH BRANCH OF THE WORK.

##### DRAWING.

Name of teacher (evening school)—H. Koester.

Number of pupils—14.

Number of lessons per week given each class—3.

Length of lesson—1½ hours.

Amount expended for manual training during the year—Salaries;  
\$157.50.

Grade or grades in which subject is taught—First, Second, Third.

Total amount expended to date—\$974.48.

Name of teacher (evening school)—O. Kazin.

Number of pupils—Male, 18.

Number of lessons per week given each class—3.

Length of lesson—1½ hours.

Amount expended for manual training during the year—Salaries,  
\$157.50.

Grade or grades in which subject is taught—First, Second, Third.



Name of teacher (evening school)—J. Johnson.

Number of pupils—Male, 23.

Length of lesson— $1\frac{1}{2}$  hours.

Amount expended for manual training during the year—Salaries,  
\$150.00

Grade or grades in which subject is taught—First, Second, Third.

Name of teacher (evening school)—H. Dennis.

Number of pupils—Male, 27.

Number of lessons per week given each class—3.

Length of lesson— $1\frac{1}{2}$  hours.

Grade or grades in which subject is taught—First, Second, Third.

Amount expended for manual training during the year—Salaries,  
\$150.00.

Name of teacher (evening school)—A. Chapman.

Number of pupils—Male, 12.

Number of lessons per week given each class—3.

Length of lesson— $1\frac{1}{2}$  hours.

Amount expended for manual training during the year—Material,  
\$201.98; salaries, \$157.50.

Total amount expended to date—974.48.

Grade or grades in which subject is taught—First, Second, Third.

#### MODELING.

Name of teacher—E. E. Haddenhorst.

Number of pupils—Male, 241.

Number of lessons per week given each class—5.

Amount expended for manual training during the year—Material,  
\$55.83; salaries, \$831.60.

Total amount expended to date—\$887.43.

Grade or grades in which subject is taught—Fifth.

#### SEWING.

Name of teachers (evening)—A. Meharg.

Number of pupils—Female, 60.

Number of lessons per week given each class—3.

Length of lesson— $1\frac{1}{2}$  hours.

Amount expended for manual training during the year—Salaries,  
\$315.00.

Grade or grades in which subject is taught—Ungraded.

Name of teacher (evening)—M. Meharg.

Number of lessons per week given each class—3.

Name of teacher (day)—O. G. Fleming.

Number of pupils—Female, 587.

Number of lessons per week given each class—5.

Amount expended for manual training during the year—Material,  
\$192.28; salaries, \$831.60.

Grade or grades in which subject is taught—Fifth, Sixth, Seventh.

Name of teacher (day)—E. B. Allen.

Number of lessons per week given each class—5.

Amount expended for manual training during the year—Salaries, \$585.25.

Grade or grades in which subject is taught—Fifth, Sixth, Seventh.

Total amount expended to date—\$1,924.13.

Name of teacher (day)—M. Meharg.

Number of pupils—Female, 34.

Number of lessons per week given each class—1.

Amount expended for manual training during the year—Plant, \$1.-388.01; salaries, \$120.00; incidentals, \$1,763.05.

Total amount expended to date—\$3,151.06.

#### WOOD WORKING—(a)—JOINERY.

Name of teacher—James Bloomer.

Number of pupils—Male, 225.

Number of lessons per week given each class—5.

Grade or grades in which subject is taught—Eighth.

Amount expended for manual training during the year—Material, 580.00; salaries, \$1,306.80.

Total amount expended to date—\$2,827.20.

#### WOOD CARVING—(b)—CARVING.

Name of teacher—A. H. Rockwood.

Number of pupils—Male, 247.

Number of lessons per week given each class—5.

Amount expended for manual training during the year—Salaries, \$940.40.

Grade or grades in which subject is taught—Sixth, Seventh, Eighth.

#### COOKING.

Name of teacher (evening)—E. Leonard.

Number of pupils—Female, 25.

Number of lessons per week given each class—3.

Length of lesson—1½ hours.

Amount expended for manual training during the year—Material, 273.33; salaries, \$135.00.

Grade or grades in which subject is taught—Ungraded.

Total amount expended to date—\$1,514.93.

Name of teacher (day and evening)—E. Huger.

Number of pupils—Female, 154.

Number of lessons per week given each class—5.

Amount expended for manual training during the year—Salaries, \$1,106.60.

Grade or grades in which subject is taught—Eighth.

Respectfully submitted,

A. J. DEMAREST,

City Supt. of Schools.

## TREASURER'S REPORT.

Hoboken, N. J., July 1st, 1904.

To the Hon. Board of Trustees, Industrial Education, City of Hoboken, N. J.:

Lady and Gentlemen—I beg to hand herewith the report of the Treasurer for the fiscal year ending July 1st, 1904:

## RECEIPTS:

Balance, July 1st, 1903.....	\$3,264.22
Appropriation, "city".....	5,000.00
Appropriation, "State".....	5,000.00
Board of Education, for rent.....	390.00
Interest on balances.....	3.10
Total receipts .....	\$13,657.32

## DISBURSEMENTS.

Salaries (day school).....	\$6,342.25
Salaries (evening school).....	1,555.50
St. Louis Exposition expenses...	317.25
Heat and water .....	562.01
Insurance .....	87.50
Legal expenses (Library suit)...	76.44
Light and power .....	470.18
School building, repairs and cleaning .....	610.98
Retirement fund .....	32.20
Wood-working and drawing supplies .....	781.98
Sewing class supplies.....	192.28
Clay modeling supplies.....	55.83
Cooking class supplies.....	273.33
Balance, July 1st, 1904.....	2,299.59

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\$13,657.32

Respectfully submitted,

JAMES SMITH,  
Treasurer.

## Report 1904-1905

Hon. Charles J. Baxter, State Superintendent:

Dear Sir—There have been no substantial changes in the character of the work done in our manual training department since my last report, but its purpose is being better understood by our teachers and the public. The work is so graded that the exercises progress from the simple to the complex and vary according to the ability of the pupil. The results of the year's work are very gratifying. There has been no lack of interest on the part of the pupils and the teachers are to be commended for their zeal and conscientious work.

While the boys make many useful objects for the home and the school, it should be borne in mind that the work is primarily educational. "Evidently manual training is not intended to be a means of fitting the student for an occupation. Like mathematics, it strengthens and quickens the reasoning powers. The mechanical drawing teaches accurate and concise methods of expression, and the various kinds of shop work train the hand and the eye and a large portion of the other brain centers. In the practical, every day character of the work, lies additional educational value, because it gives a general training along many lines which will fit the student for the special training he is later to receive along some special line. Clearly manual training is purely educational and not occupational in its aim. Its methods and results make it of equal value to girls and boys." Nearly everything made in the shop is a useful article. This plan helps to sustain an absorbing interest in the work and keeps the student at his best.

The character of work is clearly shown by the following:

### COURSE OF STUDY.

#### COOKING.

1. Definition.
2. Purposes.
3. Processes.
4. Incidentals and general information respecting materials, source, processes of preparing and combination, care and selection of materials.

## PROCESS.

1. Boiling.
2. Stewing.
3. Broiling.
4. Baking.
5. Frying.
6. Preserving.

## DEFINITION—BOILING.

## Material:—

Meats—Fresh, cured, soup.

Vegetables—Tubers, bulb, stems, large; stems, leaves, fruits, small.

Doughs—Dumplings, roly-polly, puddings.

1. Tepid.
2. Simmering.
3. Boiling.

## Liquids:—

Beverages—Coffee, tea, cocoa, custards, sauces.

## Utensils:—

Tin, copper, earthen; iron, plain, galvanized, tinned.

## DEFINITION—STEWING.

## Materials:—

Meats, vegetables, fruits.

Kinds—Haricot, ragout, salmi, fricasse, pot-pie, braising.

## DEFINITION—BROILING.

## Materials:—

Steaks—Sirloin, tenderloin, porterhouse, flank, round, chops, fish, oysters, clams, bread.

Utensils—Gridiron, broiler, spit, toaster.

## DEFINITION—BAKING.

## Materials:—

Bread raised by yeast, bread raised by baking powder with chemistry tests.

Meat—Beef, mutton, pork, fish, poultry.

Cake (loaf, small), pies, puddings, vegetables.

## DEFINITION—FRYING.

## Materials:—

Fish, oysters, poultry; batters, thick, thin; cakes.

Utensils—Kettle, pan.

## PRESERVING.

## Kinds:—

By sugar (fruits); by vinegar (fruits, vegetables); by salt, smoke, ice (meats).

Marketing for divisions or cuts of meats.



## LAYING OF TABLE.

Menus for same:—

Breakfast, lunch, dinner.

## SEWING—FIFTH GRADE.

## 1—Drills:—

Threading needles, use of thimbles and scissors, position of hands, etc.

Stitches to be taught are running, stitching, overhanding.

Two runs and a backstitch.

Felling and French seams.

First practice the stitches on unbleached muslin. Model for each stitch. Applied stitches: Bags, doll sheets and pillow cases

## SIXTH GRADE.

Review of previous year's work.

Gussets, flaps and flies, gathering and stroking, tucking, button-holes. Applied stitches: Dolls' clothing.

## SEVENTH GRADE.

Review of stitches. Lessons in cutting, patching on cotton, darning on stockings and and cashmere, whipped hem, slip stitching, herringbone, featherstitching, drawn work, embroidery on linen and flannel.

Applied work—Making aprons, handkerchiefs, skirts, etc.

## JOINERY—GRADE 8A.

1. Chisel practice.
2. Planning, sharpening and setting tool.
3. Making an edge square and true.
4. Making to a required size.
5. Making blocks, octagon, round and tapering.
6. Making lap joints, the end dovetailed, mitre and cross laps.
7. The slip-through, blind the slip-through, blind and relished mortise.

## DRAWING—GRADE 8A.

1. Geometrical figures (three sheets, six problems each,) and simple working drawings for bench work.

## JOINERY—GRADE 8A.

1. Keyed mortise, brace joint, dovetailed bor, parquetry, etc.

## TURNING.

1. Cylinder, shoulder cutting, beading and moulding. Face plate work, rosettes, corner blocks, cups, bowls, rings and simple patterns.

## DRAWING—GRADE 8A.

Geometrical figures and working drawings for turning and bench work.

## MANUAL TRAINING.

## WOOD CARVING—SIXTH GRADE.

1. Use of chisel and gouges; how to sharpen and whet them.
2. Outline and simple Greek borders and rosettes in low relief.
3. Use of veiners, incising patterns.
4. Simple exercises in concave modeling.
5. Convex modeling, simple patterns.

## SEVENTH GRADE.

1. Exercises in convex modeling, gradually increasing in difficulty.
2. Concave and convex modeling applied to useful and ornamental articles, such as blotters, frames, book covers, plant stands and tabourets.

## DRAWING—GRADES 7A AND 8A.

1. Historic ornament.
  - (a) Fleur-de-lis.
  - (b) Lotus border.
  - (c) Greek Anthemion.
  - (d) Greek borders and rosettes.
  - (e) Simple flowers and leaf forms.

Review, sphere, cylinder and tube. (Blackboard work.) Make patterns of cube and cylinder, and cut them out. Make working drawing of all three models.

## GROUP DRAWINGS.

Draw a group composed of a tumbler, ball and ink-stand.  
Review hemisphere and square prism. (Blackboard work.)

## GROUP DRAWING.

Objects based on square prism and hemisphere.

## MODELING—FIFTH GRADE.

1. Model the geometric solids in the round, beginning with the sphere; then the cube, cylinder and square prism, triangular prisms, ellipsoid, ovoid, pyramid, cone, etc.
2. Study objects resembling type forms, both natural and manufactured objects.
3. Model geometric forms in relief.
4. Model leaf and flower forms—natural and conventional, in relief.
5. Model from nature and plaster casts.
6. Model examples of historic ornament.

## DRAWING—FIFTH GRADE.

1. Construction drawings; freehand. Pattern making and work drawings of cone, square pyramid, turned; square plinth, turned; tumbler, cylinder, square prism, etc.
2. Representation. Circular objects, angular objects turned, plant life
3. Decoration, historic ornament; original designs to fill geometric forms, as square, triangle, pentagon, hexagon and octagon. Exercises in paper folding and cutting and pasting.

## CLASSIFIED DIVISION, WITH COST OF MAINTAINING EACH BRANCH OF THE WORK.

## DRAWING—EVENINGS.

Name of teacher—A. Chapman.  
 Number of pupils—Male, 18.  
 Number of lessons per week given each class—3.  
 Length of lesson—1 hour 30 minutes.  
 Name of teacher—C. E. Anderson.  
 Number of pupils—Male, 18.  
 Number of lessons per week given each class—3.  
 Length of lesson—1 hour 30 minutes.  
 Name of teacher—A. H. Potbury.  
 Number of pupils—Male, 18.  
 Number of lessons per week given each class—3.  
 Length of lesson—1 hour 30 minutes.  
 Name of teacher—G. J. Branch.  
 Number of pupils—Male, 18.  
 Number of lessons per week given each class—3.  
 Length of lesson—1 hour 30 minutes.  
 Name of teacher—O. Voightlander.  
 Number of pupils—Male, 15.  
 Number of lessons per week given each class—3.  
 Length of lesson—1 hour 30 minutes.  
 Amount expended during the year—Material, \$273.67; salaries, \$758; total, \$1,031.67.

## MODELING.

Name of teacher—E. E. Haddenhorst.  
 Number of pupils—Male, 291.  
 Number of lessons per week given each class—5.  
 Amount expended during the year—Material, \$55.34; salaries, \$831.60; total, \$886.94.

## SEWING.

Name of teacher—T. G. Fleming.  
 Number of pupils—Female, 599.  
 Number of lessons per week given each class—5.  
 Amount expended during the year—Material, \$190.73; salaries, \$831.60.  
 Name of teacher—E. B. Allen.  
 Number of lessons per week given each class—5.  
 Amount expended for manual training during the year—Salaries, \$581.50.

## EVENINGS.

Name of teachers—M. Meharg and A. Meharg.

Are teachers engaged exclusively in this work?—No.

Number of pupils—Female, 50.

Number of lessons per week given each class—3.

Amount expended during the year—Salaries, \$300; total, \$1,903.83.

## COOKING—DAY AND EVENING.

Name of teacher—Elizabeth Huger.

Number of pupils—Female, day, 196; evening, 30.

Number of lessons per week given each class—Day, 5; evening, 3.

Amount expended during the year—Material, \$428.19; salaries, day, \$1,092.23; evening, \$150; total, \$1,670.22.

## WOOD WORKING—(a) JOINERY, (b) CARVING.

Name of teacher—James Bloomer.

Number of pupils—Male, 257, average.

Number of lessons per week given each class—5.

Amount expended for manual training during the year—Material, \$736.70; salaries, \$1,306.80.

Name of teacher—A. H. Rockwood.

Number of pupils—Male, 250, average.

Number of lessons per week given each class—5.

Amount expended during the year—Salaries, \$950.40; total, \$2,993.90.

Respectfully submitted,

A. J. DEMAREST,

City Supt. of Schools.

## TREASURER'S REPORT.

Hoboken, N. J., July 1st, 1905.

To the Hon. Board of Trustees, Industrial Education, City of Hoboken, N. J.:

Lady and Gentlemen—I beg to hand herewith the report of the Treasurer for the fiscal year ending July 1st, 1905:

## RECEIPTS.

Balance, July 1st, 1904 .....	\$2,299.59
Appropriation, "city" .....	5,000.00
Appropriation, "State" .....	5,000.00
Total receipts .....	\$12,299.59

## DISBURSEMENTS.

Salaries (day school).....	\$6,553.93
Salaries (evening school) .....	1,609.00
Retirement fund .....	55.20
Heat and water .....	608.04
Louis Exposition expenses.....	100.85
Light and power and repairs.....	361.22

School building, repairs and cleaning .....	850.20
Wood-working and drawing supplies .....	1,010.37
Clay modeling supplies.....	55.34
Sewing class supplies.....	190.72
Cooking class supplies.....	428.19
Balance, July 1st, 1905.....	476.13

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\$12,299.59

Respectfully submitted,

JAMES SMITH,  
Treasurer.

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## Report 1905-1906

To Hon. C. J. Baxter, State Superintendent:

Dear Sir—I respectfully submit the nineteenth annual report of the department for Industrial Education of the City of Hoboken for the year ending June 30th, 1906.

The following table shows the attendance of pupils, the number of teachers employed and the cost of maintaining the school:

### DAY SCHOOL (PUBLIC AND PRIVATE.)

Number of pupils who received instruction in cooking.....	342
Number of pupils who received instruction in joinery.....	434
Number of pupils who received instruction in wood carving.....	353
Number of pupils who received instruction in modeling.....	482
Number of pupils who received instruction in sewing.....	796
Total number of pupils who received instruction in day school	2,407
Number of teachers employed in day school.....	6
Cost of maintaining day school... ..	\$10,476.12

### NIGHT SCHOOL.

Number of pupils who received instruction .....	114
Number of teachers employed.....	8
Cost of maintaining night school.....	\$1,382.48
Total number of pupils who have received instruction in manual training .....	2,521

While there have been but few important changes in this department yet the character of the work shows a steady improvement. The number of pupils taking the work has increased with the growth of the school system and it will be necessary to employ another teacher for next year. Our students



acquire a love for the work. Investigation of the records of our manual training pupils reveals the fact that with very few exceptions, they leave the school, earnest, thoughtful, industrious boys, not only willing and able to work but with a determined ambition to improve themselves by study and labor. There is a marked improvement in the physical and mental development of our pupils. This interest is not confined to manual work but extends to other school work as well. The accuracy and thoroughness required in making and finishing each piece of work cannot fail to make the child more painstaking and neat in his daily life. It is the aim or scope of our work to make our pupils grow stronger; to form fixed habits of industry, economy and right living so that they may become more useful and self-supporting citizens.

In the day school, no new work requiring special mention has been attempted. The usual schedule has been carried out faithfully and the results of the year's work show care in production and skill in finishing.

The growth of the night school has been exceedingly encouraging. The value of this work is evidently appreciated by those who have availed themselves of the opportunities offered in these classes. About two years ago, a class in mathematics was organized and it proved to be a valuable addition to the school. During the winter, several lectures in electricity and magnetism were given by specialists. These lectures proved to be of interest and profit to the students. The night school is divided into four departments: mathematics, mechanical drawing, sewing and domestic science. There are now four classes in mechanical drawing, two in sewing, one in domestic science and one in mathematics. The pupils who attend show their appreciation by faithful attendance and close application to work.

During the year, the school has been greatly benefited through the supervision and instruction of Hon. W. D. Forbes, a member of the State Board of Education and also a member of our local board. The members of the Board for Industrial

Education of this city wish to take this occasion to acknowledge their appreciation and indebtedness to Mr. Forbes for the many sacrifices that he has been called upon to make in order to accomplish the work that he has undertaken and has so successfully carried on.

# CLASSIFIED DIVISION. WITH COST OF MAINTAINING EACH BRANCH OF THE WORK.

## DRAWING—EVENING.

Name of teacher—S. Ketchum.  
 Number of pupils—Male, 16.  
 Number of lessons per week given each class—3.  
 Length of lesson—1½ hours.  
 Name of teacher—Evening, C. Anderson  
 Number of pupils—Male, 11.  
 Number of lessons per week given each class—3.  
 Length of lesson—1½ hours.  
 Name of teacher—Evening, P. J. Hawe.  
 Number of pupils—Male, 12.  
 Number of lessons per week given each class—3.  
 Length of lesson—1½ hours.  
 Amount expended for manual training during the year—Plant, light; material, \$180.98; salaries, \$611.50; total, \$792.48.  
 Name of teacher—W. W. Walker.  
 Number of pupils—Male, 9.  
 Number of lessons per week given each class—3.  
 Length of lesson—1½ hours.  
 Name of teacher—A. J. Palmer.  
 Number of pupils—Male, 11.  
 Number of lessons per week given each class—3.  
 Length of lesson—1½ hours.

## MODELING.

Name of teacher—E. E. Haddenhorst.  
 Number of pupils—Male, 270.  
 Amount expended for manual training during the year—Material, \$45; salaries, \$831.60; total, \$876.60.  
 Grade or grades in which subject is taught—Fifth.  
 Amount expended for manual training during the year—Plant, sewing, supplies; total, \$1,358.21.  
 Name of teachers—T. G. Fleming, E. B. Allen, M. Meharg.  
 Number of pupils—Female, 641.  
 Amount expended for manual training during the year—Material, \$110.19; salaries, \$1,520.60.  
 Grade or grades in which subject is taught—Five, Six, Seven.  
 Name of teachers—Evening, C. Chapman, E. Leonard.  
 Number of pupils—Female, 44.  
 Number of lessons per week given each class—3.  
 Length of lesson—1½ hours.  
 Amount expended for manual training during the year—Salaries, \$217.50; total, \$1,848.29.

## COOKING.

Name of teacher—Elizabeth Huger.

Number of pupils—Female, 194.

Amount expended for manual training during the year—Salaries, \$1,050.36; total, \$1,050.36.

Grade or grades in which subject is taught—Eighth.

Name of teacher—Elizabeth Huger (evening).

Number of pupils—Female, 14.

Number of lessons per week given each class—3.

Length of lesson—1½ hours.

Amount expended for manual training during the year—Material, \$120.91; salaries, \$121; total, \$241.91.

## WOOD WORKING—(a) JOINERY.

Name of teacher—James S. Bloomer.

Number of pupils—Male, 269.

Amount expended for manual training during the year—Material, \$599.71; salaries, \$1,306.80.

Grade or grades in which subject is taught—Eighth.

## WOOD WORKING—(b) CARVING.

Name of teacher—A. H. Rockwood.

Number of pupils—Male, 254.

Amount expended for manual training during the year—Salaries, \$940.40; total, \$2,846.91.

Grade or grades in which subject is taught—Sixth, Seventh.

Respectfully submitted,

A. J. DEMAREST,

City Supt. of Schools.

## TREASURER'S REPORT.

Hoboken, N. J., July 1st, 1906.

To the Hon. Board of Trustees, Industrial Education, City of Hoboken, N. J.:

Lady and Gentlemen—I beg to hand herewith the report of the Treasurer for the fiscal year ending July 1st, 1906:

## RECEIPTS.

Balance, July 1st, 1905.....	\$476.13
Appropriation. "city" .....	5,000.00
Appropriation, "State" .....	5,000.00
Total receipts .....	\$10,476.13

## DISBURSEMENTS.

Salaries (day school).....	\$6,499.76
Salaries (evening school).....	1,179.50
Retirement fund .....	55.20
Heat and Water .....	617.45
Light and power.....	252.21

Building, repairs and cleaning.....	509.21
Sewing class supplies .....	110.19
Cooking class supplies.....	120.91
Wood-working and drawing.....	780.69
Legal expenses (Library suit).....	306.00
Clay modeling supplies.....	45.00
Balance, July 1st, 1906 .....	.01
	<hr/>
	\$10,476.13

Respectfully submitted,

JAMES SMITH,  
Treasurer.

### Report 1906-1907

Hon. C. J. Baxter, State Superintendent:

Dear Sir—I respectfully submit the twentieth annual report of the department of Industrial Education of the City of Hoboken for the year ending June 30th, 1907.

The following table shows the attendance of pupils, the number of teachers employed and the cost of maintaining the schools:

#### DAY SCHOOL. (PUBLIC AND PRIVATE.)

Number of pupils who received instruction in cooking.....	536
Number of pupils who received instruction in joinery.....	487
Number of pupils who received instruction in wood carving...	619
Number of pupils who received instruction in modeling.....	767
Number of pupils who received instruction in sewing.....	711
Number of pupils who received instruction in day school.....	4,120
Number of teachers employed in day school .....	8
Cost of maintaining day school.....	\$9,634.92

#### NIGHT SCHOOL.

Number of pupils who received instruction .....	104
Number of teachers employed.....	7
Cost of maintaining night school .....	\$1,365.61
Total number of pupils who received instruction in manual training .....	4,224

There has been very little change in the character and extent of the work done in the Manual Training Department during the past year. The interest in manual training in the schools continues unabated. Owing to the large increase in



the number of students in modeling and woodcarving, it will become necessary to enlarge our equipment for those departments. Another teacher, who could teach both modeling and woodcarving, ought to be engaged to assist in the overcrowded classes of these two particular branches. It is very discouraging for pupils who are interested in the work to be sent back to their classrooms through the lack of proper accommodations. The scope of the work for the manual training department should be extended to cover all grades from the kindergarten to the graduating class in the high school. In accomplishing this, I fully realize that there are many difficulties to be overcome. The ordinary teacher in the elementary school has received little or no training in construction work. This objection, however, could be overcome by instructing the grade teachers or by the appointment of a sufficient number of competent teachers to carry on this work. In the second place, we lack the necessary funds to meet the expense involved in the appointment of the required number of teachers and in the purchase of material and tools. But the greatest obstacle that confronts us is the fact that the educators of the present day are undecided as to the character of the work that should be undertaken for these intermediate grades. In the first place, no one has worked out an adequate scheme for work in the lowest grades. So far as the kindergarten is concerned we are agreed on the work, but the ideas advanced by the school world on the work that should be done between the kindergarten and the fifth grade are rather confusing.

In the fifth, sixth, seventh and eighth grades, all pupils of both sexes are instructed by specially trained teachers. Sewing is taught in the fifth, sixth and seventh grades. The girls remain in their respective class rooms for instruction in sewing while the boys go to the manual training building for modeling. There have been 1,711 girls in the sewing classes during the year and a large majority of them have done excellent work. The work is made simple and practical with the view of making our pupils form habits of industry and economy.



In the modeling rooms, the boys deal almost exclusively with plastic material, sketching in clay and modeling objects representing natural and manufactured forms. Great care is exercised in modeling the geometric solids in the round, beginning with the sphere; then the cube, cylinder, square prism, triangular prism, ellipsoids, ovoid, pyramid, cone, etc. In connection with modeling, the boys are required to make constructive drawings; pattern making and working drawings of the cone, square, pyramid, square plinth, etc.

When the eighth year is reached, the work is differentiated on the basis of sex. While the boys are instructed in the simpler and more advanced forms of joinery, including all kinds of joints and supplemented by a course in wood turning, the girls take up the course of domestic science in a room that is especially and carefully equipped for that purpose. The kitchen is a model for neatness and order. The kitchen work is done exclusively by the pupils. Certain members of the class are assigned as housekeepers whose duty it becomes to keep a well-ordered house. The pupils are impressed with the underlying principles of domestic economy. Moreover, they are taught these valuable lessons, that cleanliness is next to godliness and that order is heaven's first law. The kitchen is equipped for individual work and as far as practicable this idea is successfully carried out.

The evening school was held during the months of November, December, January and February. The evening school is divided into four departments: mechanical drawing covering a course of two years, mathematics, sewing and domestic science. Students completing any of these courses are awarded diplomas of graduation. The Board of Trustees have in contemplation an extension of these courses so as to cover a broader field of work but are prevented from carrying out their plans through a lack of funds. The evening school is doing a grand and noble work by offering to the young men and young women of this city a chance to retrieve a neglected opportunity thereby making them more efficient in their various lines of work and by putting them in a position to command

better wages. A school that is accomplishing such grand results and has for its aim the betterment of our young men and young women should not be handicapped through a lack of funds necessary to carry on the work.

### ENROLLMENT.

#### DAY SCHOOL. (PUBLIC AND PRIVATE.)

Number of pupils instructed during the year:

In sewing .....	746 daily
In modeling .....	372 daily
In wood carving.....	314 daily
In joinery .....	247 daily
In domestic science.....	265 daily

#### EVENING SCHOOL.

Number of pupils instructed during term:

In mechanical drawing.....	48 daily
In sewing .....	50 daily

Total number of pupils who have received instruction 2,056

#### CLASSIFIED DIVISION, WITH COST OF MAINTAINING EACH BRANCH OF THE WORK.

##### DRAWING.

Name of teachers (evening)—H. Von Vittinhoff, Alfred Stillman, P. W. Prichard, Ph. Reynolds, and V. Von Starzeuski.

Number of pupils enrolled—48.

Number of lessons given per week to each class—3.

Length of lesson—1½ hours.

Amount expended—For material, \$135.01; salaries, \$642.50. Total amount expended, \$777.51.

##### MODELING.

Name of teacher—E. E. Haddenhorst.

Number of pupils—Male, 372.

Number of lessons per week given each class—5.

Amount expended for material during year, \$55.10; salaries, \$831.60.

Total amount expended to date, \$886.70.

##### SEWING.

Names of teachers (day)—P. G. Fleming, E. B. Allen and M. Meharg.

Number of lessons per week given each class—5.

Number of pupils—746, daily.

Amount expended for material during year, \$170.97; salaries, \$1,621.10.

Names of teachers (evening)—E. Chapman and E. Leonard.

Number of lessons per week given each class—3.  
 Length of lesson—1½ hours.  
 Number of pupils daily—50.  
 Amount expended for salaries, \$275.00. Total amount expended during year, \$2,067.07.

#### DOMESTIC SCIENCE.

Name of teacher (day)—E. Huger.  
 Number of lessons per week given each class—5.  
 Number of pupils—265.  
 Amount expended—For material, \$492.22; plant, \$78.03; salary, \$1,050.36.  
 Name of teacher (evening)—E. Huger.  
 Number of lessons per week given each class—3.  
 Length of lesson—1½ hours.  
 Number of pupils—14 daily.  
 Amount expended for salary, \$137.50. Total amount expended during the year, \$1,762.11.

#### WOOD WORKING.

Name of teacher—James Bloomer.  
 Number of lessons given per week—5.  
 Number of pupils—247.  
 Amount expended—For material, \$473.73; plant, \$120; salary, \$1,256.80. Total amount expended during the year, \$1,850.53.

#### WOOD CARVING.

Name of teacher—A. H. Rockwood.  
 Number of lessons given per week, each class—5.  
 Number of pupils—314.  
 Amount expended—For material, \$ ; plant, \$168.70; salary, \$950.40. Total amount expended during year, \$1,119.10.

Respectfully submitted,

JAMES SMITH,  
 Treasurer.

#### TREASURER'S REPORT.

Hoboken, N. J., July 1st, 1907.

To the Hon. Board of Trustees, Industrial Education, City of Hoboken, N. J.:

Lady and Gentlemen—I beg to hand herewith the report of the Treasurer for the fiscal year ending July 1st, 1907:

#### RECEIPTS.

Balance, July 1st, 1906.....	\$ .01	
Appropriation, "city" .....	5,500.00	
Appropriation, "State" .....	5,500.00	
Raised by subscription.....	250.00	
Duplicated by State .....	250.00	
Interest on balances .....	20.44	
Total receipts .....		\$11,520.45

## DISBURSEMENTS.

Salaries (day school).....	\$6,610.26
Salaries (evening school).....	1,129.50
Building, cleaning and repairing.....	868.16
Retirement fund .....	59.20
Clay modeling supplies.....	55.10
Cooking class supplies.....	496.22
Sewing class supplies.....	170.97
Wood-working and drawing supplies .....	598.74
Light and power .....	312.38
Heat .....	600.00
Balance, July 1st, 1907.....	519.92

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 \$11,520.45

Respectfully submitted,

JAMES SMITH,  
Treasurer.











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